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ABSTRACT

The pupil description worksheet consists of 134 items which can be checked by the teacher to develop a profile of the learner. Details for use of the worksheet and examples of resultant pupil profiles are given. (See TM 001 363 for summary of project; for other related documents, see TM 001 160, 364-374.) (MS)

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INTENSIFICATION of the LEARNING PROCESS

A SERIES OF REPORTS
DESIGNED FOR CLASSROOM USE

REPORT NO. 5

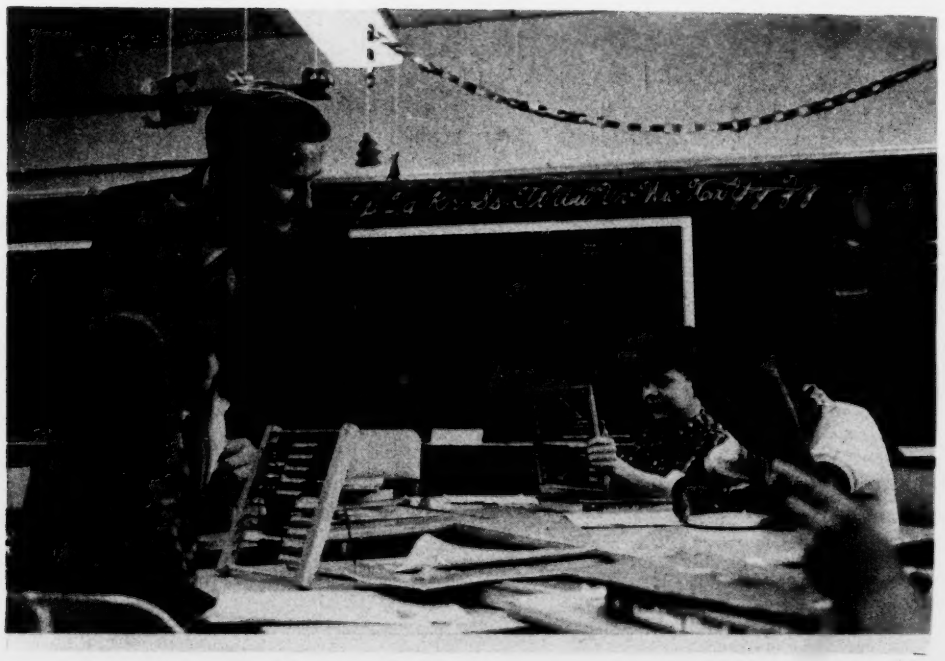
PUPIL DESCRIPTION WORKSHEET

AN ESEA TITLE III PROJECT

BUCKS COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION SERVICES

FEBRUARY, 1970

PERSONALIZING EDUCATIONAL PRESCRIPTIONS



AN ESEA TITLE III PROJECT
PRODUCED BY
BUCKS COUNTY PUBLIC SCHOOLS
COUNTY ADMINISTRATION BUILDING
DOYLESTOWN, PENNSYLVANIA 18901

PREFACE

Traditionally the Bucks County Schools have been in the forefront of promising educational practices. Therefore, it came as no surprise that the PEP Program was funded by the Federal Government; it was equally reassuring that the NATION'S SCHOOLS identified Bucks County's "Intensification of the Learning Process" as one of the twelve most innovative proposals in the Country.

While this Program may have used a new approach, educators the World over have been giving lip-service for years to the need for personalizing education. In a day and age when we are surrounded by mechanized inventions of all sorts, it becomes even more important for us to preserve the human element related to the teaching-learning process.

The primary goal of the PEP Program is the development of educational prescriptions--prescriptions which are the result of bringing diagnostic services and multi-media services into harmonious relationship as they focus on the individual needs of youth. The success of the venture is tied to our most important educational product--the child himself. With this focus we believe administrative and other supportive services can aid the teacher so that she can directly fit the educational diet to the needs of individual students.

Dr. George E. Raab
Superintendent
Bucks County Public Schools

REQUESTING THE REPORTS

The following reports reflect the views, principles, processes and products used in the dissemination of information about the Bucks County Project for the Intensification of the Learning Process. These reports may be used as a framework for schools developing personalized educational prescriptions for its primary elementary children.

There are ten individual reports. Rather than combine all into one, it was decided to disseminate individual reports. In this way, persons interested in any one individual report may request and receive it without going through a larger document.

Each report is described below by report number, title, and content summary:

Report No. 1	Project Description	
	Describes the project goals, objectives, and team involved. Explains briefly the PEP approach to learning diagnosis and use of multi-level stimuli. Also includes a final summary report as well as changes in retrospect.	
Report No. 2	Research Findings	
	Part A	Design to Measure the Effectiveness of Personalized Educational Prescriptions in a Pilot Second Grade Classroom
	Part B	Design to Measure the Effectiveness of Personalized Educational Prescriptions in the Second Year of a Pilot Study
	Part C	Analysis of Pre-Test and Post-Test Data

Report No. 2 cont'd.

Part I An Analysis of Data

Part II Homogeneity/Heterogeneity of Group Variances on Pre and Post Tests

Report No. 3

Gross Motor Performance Scale

- Introduction
- Test Administration
- Reliability of Test Items
- Interpretation of Test Scores
- Suggested Circuits for Improving Performance in Tested Areas
- Physical Education Curriculum Guide

Report No. 4

Diagnostic Instruments

- Learner State Check List
- Behavioral Objectives Evaluation Response Form

Report No. 5

Pupil Description Worksheet

- Introduction
- User's Manual
- The Worksheet
- Response Sheet
- Class Pupil Profile Grade 2
- Class Pupil Profile Grade 3
- Initial Personalized Educational Prescription
- Data Collection and Processing

Report No. 6

Educational Grouping Questionnaire

- A Classification of Children of Elementary School Age
- EGQ Manual
- EGQ Instrument
- Reports Provided by Computer Programs for the EGQ System
- Psychological Categories
- Sample Print-Out
- Recommendations for Future Development

Report No. 7	Diagnostic Instruments
	Visual Performance Screening Test
	Observing the Learner
	Questionnaire - Parent
Report No. 8	Automated Instructional Resources Retrieval System
	How to Use the AIRRS Thesaurus
	The Thesaurus
Report No. 8a	AIRRS Supplement
	Preface
	Why a Thesaurus
	Format of Document Record
	Present Status
Report No. 9	Curriculum Resources Center
Report No. 10	Prototype Curriculum Guides
	Mathematics
	Language Arts
	Science
	Social Studies

Each of the above reports are products related to the two objectives of the Intensification of the Learning Process, better known as Personalizing Educational Prescriptions (PEP) project.

1. The improvement of the diagnostic process with primary emphasis on the development of personalized educational prescriptions for all pupils.
2. The improvement and expansion of multi-media services for all pupils.

Bucks County Public Schools

Project for the

I N T E N S I F I C A T I O N O F T H E L E A R N I N G P R O C E S S

Report No. 5

DIAGNOSTIC INSTRUMENT

Pupil Description Worksheet

ACKNOWLEDGEMENT

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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FOREWORD

The privilege of serving as a consultant to the Bucks County Project for the Intensification of the Learning Process has brought new realizations of the need for such a project, and the demand for a more realistic awareness of young children. When I was first introduced to the project, I had the feeling it might be an insurmountable task to reach the goals set by the Project Director, Mr. R. Kenneth Pierce, and his staff. My personal concern for the welfare of the individual child, and the understanding we adults need of young children, forced me to look at this project with a somewhat jaundiced eye. Now, two years later, I am greatly impressed, not only with the success of the project, but with its potential and the implications it holds for concrete benefits to hundreds of thousands of children.

I feel the most significant single package that has resulted as a product of this project is the PUPIL DESCRIPTION WORKSHEET. I realize there is a constant emphasis being placed on time-saving devices for teachers, but I am also convinced that some of these devices to make the teacher's workload easier have saved a few moments and wasted many hours. This PUPIL DESCRIPTION WORKSHEET contains 134 items concerning each child upon which the teachers must make a judgement. If a teacher has the usual 28 or 30 children, the use of this PUPIL DESCRIPTION WORKSHEET will demand some time. But far more important, it will permit the teacher to know and understand the children under her guidance because she has had to think about each child as an individual. The time consumed in this appraisal can undoubtedly account for hours saved in establishing rapport between the teacher and each child with whom she spends each school day.

This rapport between teacher and child represents one of the major contributions of the PUPIL DESCRIPTION WORKSHEET. I see it as having another and perhaps even more significant purpose. It provides a medium for the teacher to develop her insights and her skills of observations for her interpretations of each child's performance. This not only makes the PUPIL DESCRIPTION WORKSHEET a diagnostic tool, it makes the teacher a skilled diagnostician. As such, she will find herself on target in meeting the individual needs of individual children more of the time. Her sense of achievement, as she serves her children, will be greater and the results of her successes will provide the children with a climate that expresses the real pleasures in the learning process.

It is also important, however, that some limitations of the PUPIL DESCRIPTION WORKSHEET be noted. First of all, we must realize the patterns of learning being described in this instrument are developmentally more appropriate to kindergarten, first, second and possibly third grade. Further, this PUPIL DESCRIPTION WORKSHEET is describing each child's adaptations and adjustments to a whole new way of life. Until the day he walked into the kindergarten or the first grade environment, no adult inspected him in such detail! Likewise, up until this time, no one had insisted he immediately fit himself into a group, and into a group program. He is expected to fully accomplish this very complex adjustment process within a period of approximately 36 months time. This process could be very easily misdirected if this PUPIL DESCRIPTION WORKSHEET is used to judge only how well the child blended into the group, and became one of the mass. The very opposite is the intention of this pupil appraisal device and its real purpose

will be achieved only if the adults using it will constantly remember it as a method of comparing the child with himself----of judging the child's degree of organization and readiness for the much more formalized academic program that will follow third grade. If this pupil appraisal instrument is used with this latter attitude, it will provide the teacher with the specifications and dimensions of the launching pad each child needs to establish in the significantly important primary years.

Finally, every adult who assumes any responsibility for the academic success of children must come to the realization sooner or later that NO child is a statistic! Neither is he a mean, nor a standard deviation! We have become so entranced with statistical proof that our preoccupation with the scientific facts of childhood has overshadowed the poetic aspects of childhood. Every child is a unit unto himself with his own problems and their solutions; his own purposes and their goals; his own questions and their answers. One of the exciting potentials of this PUPIL DESCRIPTION WORKSHEET is the opportunity it provides to put the poetry back into childhood so we can see each child in his own life-space instead of viewing him only in the imposed confines of a production-line program the adult world has prescribed for him regardless of his individualities. Here is the opportunity to see children as living, performing individuals, succeeding and developing their own unique abilities in full preparation for their entrance into the post-primary years where the independent learner can go on to make his imprint upon the world. I am fully confident that if we can learn to see and describe each child's performance in these tremendously important preparatory years, we can then learn to

guide them to their ultimate levels of performance in the instructional years. This PUPIL DESCRIPTION WORKSHEET is a significant entree to this end.

G. N. Getman, O.D., D.O.S.
Director of Research and Child Development
The Pathway School, Norristown, Pa.

INTRODUCTION

One of the outgrowths of the Personalized Educational Prescriptions (PEP) Project in Bucks County has been the development of the Pupil Description Worksheet. The purpose of this Worksheet is to provide the teacher with a manageable list of descriptive statements, which, when applied to the behavior of an individual learner, will give the teacher a PROFILE of the learning style of that individual.

The staff of the Project, with consultation from the Burroughs Corporation, prepared this list of descriptive statements for the Pupil Description Worksheet, after examining carefully all of the diagnostic and prescriptive information gathered on the Pilot Class at Doyle Elementary School, Central Bucks School District, Bucks County, Pennsylvania. An analysis was made of the various kinds of data necessary to determine those important behaviors which the teacher would need to understand to modify teaching methods. When these behaviors were determined, a great deal of effort was expended with teachers of primary grades to ascertain whether these dimensions were the most important to be considered in making instructional decisions. Other consultants, such as the Project Psychologist, Project Child Psychiatrist and Perception Specialist, were asked to review the terms for similar consideration. After this review, the Project Staff wrote the descriptive statements in language which would provide the teacher with the least amount of ambiguity.

The resultant 134 items represented a fair collection of the appropriate kinds of data which affect learning, and from which a Pro-

file of the learner can be developed. This list is called a Pupil Description Worksheet (PDW) and can be checked by the teacher to describe a particular individual. This PDW is to provide information concerning the learning style of the pupil. Learning style, as used here, is the predisposition of the learner in facing and dealing with learning situations. How does he approach a learning task? How does he deal with the tasks when he is given direction? How does he evaluate his efforts? What limitations does he bring to a learning situation? These are some of the questions that the PDW answers, and which, in turn, provide the teacher with knowledge about the learning style of the pupil. Some of the uses of the PDW are as follows:

1. After two months of working with the pupils, the teacher would use the PDW to describe each of the pupils in a primary class. Profiles could then be printed from these check lists by the use of the computer. This would serve as a means of bringing together much of the data that the teacher has about each of the pupils into a compact, easily used format.

2. Upon completion of the Profiles, the teacher would have a much better description of the learning style of the pupil. This description would be used by the school to prepare future learning experiences for the cumulative and other records.

3. The Profile could be used as a basis of Parent-teacher conferences. It could serve as a guide to the

teacher in her conferences with the parent. Few dimensions of the child's learning style would be left out in this process. At that time, additional information might be obtained from the parents which would modify or change the direction of the teacher's strategies for the learner.

4. These Profiles could be used as a basis for further diagnosis on the part of an interdisciplinary team which would be called upon should the teacher not be able to ameliorate the learning difficulties of the pupil by herself. These Profiles would be the first step in that diagnosis.

5. The PDW and Profiles could serve as a basis for instructional supervision. The supervisor could work with the teacher in determining the accuracy of the Profiles, as well as to review the techniques which may be used to decide which of the PDW items should be checked.

6. The group of Profiles for the total class can be analyzed to determine instructional groups. This is a very delicate operation and the way that this is done will depend greatly on the creativity of the classroom teacher. As more and more experience is gained in the use of the PDW, better techniques will be developed to utilize it in helping teachers determine instructional strategies in the classroom.

The greatest help that could come to the teacher from the utilization of the PDW would be a clear and comprehensive picture of the learning style of her students. Too often the first few weeks of the school year are spent by the teacher in groping for knowledge about the pupils. The PDW, compiled by the former teacher and presented in such a way as not to prejudice the response of the reader, can provide this necessary knowledge, as the present cumulative folder does not.

Attached is a copy of the Pupil Description Worksheet and a Profile of one pupil. Please note the experimental nature of this Worksheet. It has been derived in empirical fashion and much time and knowledge has gone into its development.

USER'S MANUAL

FOR THE PUPIL DESCRIPTION WORKSHEET

(Kindergarten - Third Grade)

Items Needed: (a) Pupil Description Worksheet

(b) Pupil Description Worksheet Response Sheet (one for each student)

STEP 1. It is best to familiarize yourself with the items in the Worksheet prior to actually using it. This will give you the opportunity to evaluate each student with specific items in mind. Otherwise, you will discover that you are unable to react to some items simply because you have not provided the opportunity to observe the student in that particular situation.

STEP 2. Fill in the heading on a Response Sheet for each pupil in your class. Print one letter or number legibly, in ink, in each divided block.

STEP 3. Use the Pupil Description Worksheet master copy for referral and circle the corresponding number on the Response Sheet only. Please be careful that you have circled the correct item number. The descriptor number should be neatly and legibly circled in ink if the item definitely describes the student. If you are undecided or feel that it is too infrequently noticed, then do not circle it.

STEP 4. The items which indicate sequence to the extremes, such as in the modalities categories where the adjectives "good" or "poor" descriptor, it is assumed that the child would be in the "average" or "intermediate" category in terms of that particular item.

STEP 5. If you make an error, please scribble heavily over the number in error and circle legibly the correct number.

STEP 6. Do not feel that you must have a certain number of items circled for each child. You will have many for some and few for some. This should sensitize you to your own awareness of an individual student.

STEP 7. When filling out the Worksheet again for the same child, later in the school year, it is best not to have the previous profile nearby to influence your immediate reaction. The progression or regression of the student can then be gained later from a comparison of the previous and up-dated profiles.

STEP 8. Assume the role of a diagnostician! Place confidence in your ability to appraise the learning style of each student! You will discover yourself becoming more attuned to child development and the skills used in the learning process with each completion of the Pupil Description Worksheet.

BUCKS COUNTY PROJECT FOR THE INTENSIFICATION OF THE LEARNING PROCESS

Bucks County Public Schools
Doylestown, Pennsylvania 18901

PUPIL DESCRIPTION WORKSHEET

PURPOSE

The following statements are intended as a guide for describing a child in a classroom situation. They attempt to give a picture of what a child is, how he learns, and how he reacts to learning situations. They do not cover the amount or kind of factual content the child may have learned, but only the pattern of his learning. No attempt has been made to make these statements all inclusive; they are intended to describe some aspects of learning that can make a difference to a teacher in her handling of a classroom situation. This may occur through her understanding of a child's strengths and weaknesses, the suggestion of potentially successful approaches, or the warning of areas of difficulty. In general, only extremes of conduct or ability are indicated; we are not attempting to describe the "average" child in these areas, on the assumption that such a child does not need attention. Thus, any child may be sometimes shy; it is the one who is extremely shy or fearful that stands out as needing to be helped.

PUPIL DESCRIPTION WORKSHEET

A. Receptive Learning Modalities

1. LEARNING SKILLS in VISUAL situations or materials are GOOD.
2. LEARNING SKILLS in VISUAL situations or materials are often of POOR quality.
3. LEARNING SKILLS in LISTENING situations are GOOD.
4. LEARNING SKILLS in LISTENING situations are often of POOR quality.
5. LEARNING SKILLS in MANIPULATIVE activities are GOOD.
6. LEARNING SKILLS in MANIPULATIVE activities are often of POOR quality.

B. Expressive Learning Modalities

7. PERFORMANCE SKILLS in coloring, cutting, pasting, and handwriting show FACILITY.
8. PERFORMANCE SKILLS in coloring, cutting, pasting, and handwriting often show CLUMSINESS.
9. SKILLS in the GYMNASIUM and playground, in hopping, skipping, etc., are PERFORMED EASILY.
10. PERFORMANCE SKILLS in the GYMNASIUM and playground, in hopping, skipping, etc., often show CLUMSINESS.
11. QUALITY OF SPEECH (tone, loudness, diction, etc.) is usually EFFECTIVE.
12. QUALITY OF SPEECH is often inadequate and shows POOR ARTICULATION.
13. QUALITY OF SPEECH is often inadequate and particularly shows EVIDENCE OF SLURRING.
14. Often USES FACIAL EXPRESSIONS or gestures to extend verbal communication.
15. FACIAL EXPRESSIONS or gestures are NOT USED to extend verbal communication.
16. Shows HIGH DEGREE of physical CAPACITY for continuous STRENUOUS MOVEMENT.
17. LACKS the physical CAPACITY for continuous STRENUOUS MOVEMENT.
18. Uses WORDS EFFECTIVELY to express himself.
19. Tends to be ARTICULATE and to VERBALIZE FEELINGS easily.
20. Tends to be very INARTICULATE and UNABLE to VERBALIZE FEELINGS.

C. Orderliness in Work/Play Habits

21. ABILITY TO ORGANIZE own activities is CONSISTENT.

22. ABILITY TO ORGANIZE own activities is INCONSISTENT.

23. RIGID in APPROACHES to different methods of LEARNING.

24. Can SWITCH from one method of LEARNING to another with no apparent difficulty.

25. Relies heavily on having a SAMPLE PATTERN OR MODEL to follow in performing a task.

26. Sees most things in terms of BLACK OR WHITE, right or wrong, with NO SHADINGS.

D. Concern with Where He Is in his World

27. Continually REQUIRES DETAILED DIRECTION from teacher in performing activities.

28. BODY ORIENTATION (Left and right sides, legs, arms, etc.) shows CONFUSION.

29. WORLD ORIENTATION (names of days of the week, months, seasons, etc.) shows CONFUSION.

30. Makes MATURE HUMAN FIGURE drawings.

31. Makes IMMATURE HUMAN FIGURE drawings.

32. Draws HUMAN FIGURES as DIFFERENT or STRANGE.

33. RESPONDS well to CONSTRUCTIVE CRITICISM.

34. VOLUNTEERS to RECITE but then has INCORRECT ANSWER.

E. Intrinsic or Extrinsic Responses

35. REASSURANCE is frequently NEEDED for motivation.

36. Shows need for PROMPT REWARDS.

37. REQUIRES PRESSURE to get work accomplished.

38. Applying PRESSURE brings a POSITIVE RESPONSE toward getting work accomplished.

39. Applying PRESSURE makes little or NO DIFFERENCE in work accomplished.

40. Applying PRESSURE has an ADVERSE EFFECT on work accomplished.

41. Tends to do MORE THAN REQUIRED.

42. Tends to PROCRASTINATE or do incomplete work.

43. Is STIMULATED BY COMPETITION.

44. Tends to AVOID COMPETITION with others.

45. Tends to GIVE UP when the going gets difficult.

46. PERSEVERES even in the face of difficulty.

F. Emotional Maturity

47. Is NOT PROGRESSING EMOTIONALLY.

48. Tends to become ATTACHED to INDIVIDUAL adults.

49. Frequently reverts to INFANTILE BEHAVIOR such as crying, using baby talk, imagining illness, etc.

50. OCCASIONALLY tends to ACT YOUNGER than his age.

51. Adapts to CHANGE with DIFFICULTY.

52. Often REACTS IMPULSIVELY and with a lack of self-discipline.

53. Is VERY SELF-DISCIPLINED.

54. Hampered in activities by FEAR OF MAKING MISTAKES.

55. Exhibits a STRONG PUSH toward maturity.

56. Shows PROVOCATIVE, DEFIANT behavior and tends to FIGHT easily.

57. His PROBLEMS tend to be of SHORT duration and RESPOND quickly to REMEDY.

58. Tends to be STUBBORN in the face of AUTHORITY.

59. Seems ARRESTED in FORWARD DEVELOPMENT.

60. Seems to be SLIPPING BACKWARD in DEVELOPMENT.

G. Self-Concept

61. VACILLATION shown in DECISION-MAKING.

62. Tends to show concern because BODY DEVELOPMENT seems SLOWER than normal.

63. Is concerned because BODY DEVELOPMENT seems to be MORE MATURE than for average of class.

64. INDEPENDENT.

65. DEPENDENT on others.

66. Often seems OVERLY DEPENDENTS on ADULTS.

67. Gives an appearance of LOW SELF-ESTEEM.

68. Covers LACK OF SELF-CONFIDENCE with a show of CONCEIT.

69. SHY and fearful.

70. OUTGOING, EASY MANNER with no feelings of timidity.

71. Seems UNAWARE of the NEGATIVE effect his behavior has on OTHERS.

72. TOO SENSITIVE.

73. An AGGRESSIVE child.

74. Appearance indicates an occasional OVER-CONCERN with CLEANLINESS.

75. Often appears in class in an UNKEMPT AND DIRTY condition.

76. At times behaves in STRANGE ways WITHOUT apparent cause or REASON.

77. Appears WITHDRAWN and stays WITHIN SHELL during school activities.

H. Preference for Others

78. Tends to PREJUDGE OTHERS, who may be different, on the basis of incomplete understanding or bias.

79. Prefers the COMPANY OF OLDER PEOPLE.

80. Usually PLAYS or works with YOUNGER CHILDREN.

81. PREFERS the company of children of the SAME SEX.

82. PREFERS the company of children of the OPPOSITE SEX.

83. INSENSITIVE to others.

I. Performance in Groups

84. Tends to be SET APART from OTHER children.

85. Tends to have LIMITED SUCCESS in FRIENDSHIPS.

86. PERFORMS well when WORKING ALONE.

87. PERFORMS well when WORKING in ONE-TO-ONE relation.

88. PERFORMS well when WORKING IN A SMALL GROUP.

89. PERFORMS well when WORKING IN A LARGE GROUP.

90. PERFORMS well in ANY SIZE GROUP.

91. Tends to be LOST and relatively uninvolved when working IN A LARGE GROUP.

92. Takes an ACTIVE PART IN LARGE GROUP activities.

93. Even in SMALL GROUPS, remains relatively UNINVOLVED in activity.

94. Takes an ACTIVE PART IN SMALL GROUP activities.

95. Appears to be RELUCTANT to work COOPERATIVELY with others.

96. WELL-LIKED by peer group.

97. NOT LIKED by peer group.

98. Generally PLEASANT and LIKABLE.

J. Participation

99. A little TOO AGGRESSIVE for a GIRL.

100. A little TOO PASSIVE for a BOY.

101. Frequent and effective CONTRIBUTOR OF IDEAS in LARGE GROUP discussions.

102. Frequent and effective CONTRIBUTOR OF IDEAS in SMALL GROUP discussions.

103. Shows an EAGERNESS TO LEARN.

104. Desires ACTIVE PARTICIPATION in learning.

105. PASSIVE in approach to learning.

106. RELUCTANT to PARTICIPATE in activities that might result in PHYSICAL INJURY.

K. Leadership

107. Exhibits LEADERSHIP QUALITIES.

108. Often CHOSEN AS A LEADER by his peers.

109. Often tries to DOMINATE or over-control PEOPLE or situations.

110. Is RARELY SELF-ASSERTIVE even when such action is legitimate.

L. Attention

111. Frequently INATTENTIVE.

112. Shows a tendency to DAY-DREAM.

M. Distractibility

113. EASILY DISTRACTED when not under close supervision.

114. A SOURCE OF DISTURBANCE in the classroom.

N. General Range of Intelligence and Achievement

115. General range of ABILITIES is HIGHER than that of most children in this age group.

116. General range of ABILITIES is LOWER than that of most children in this age group.

117. Generally ALERT and RESPONSIVE.

118. Generally UNRESPONSIVE.

119. LEARNING FROM EXPERIENCE is PRODUCTIVE, allowing transfer and generalization to other situations.

120. Unusually able to pick out RELATIONSHIPS TO ENVIRONMENT.

121. General FUND of INFORMATION is LARGE.

122. General FUND of INFORMATION is SMALL.

123. Is able to PERCEIVE, identify, and be directed by GOALS.

124. MEMORY skills are EFFECTIVE.

125. MEMORY skills are INEFFECTIVE.

126. Well-developed ABILITY to JUDGE SITUATIONS and act in accordance with judgment.

127. IMAGINATIVE.

128. Seems to have LITTLE IMAGINATION.

129. Approaches tasks with CREATIVITY.

130. Tends to FAIL the majority of EDUCATIONAL OBJECTIVES.

131. Is LIKELY to PASS to NEXT GRADE.

P. Evoked Response in Teacher

132. Behavior tends to FRUSTRATE teacher.

133. Frequently evokes a feeling of ANNOYANCE and DISLIKE in teacher.

134. Teacher feels CONFIDENT about her ABILITY to HELP him learn.

CLUSTERING OF PUPILS BY MEANS OF THE PUPIL DESCRIPTION WORKSHEET

I. Modalities

A. Strength in Receptive Learning

1. LEARNING SKILLS in VISUAL situations or materials are GOOD.

3. LEARNING SKILLS in LISTENING situations are GOOD.

B. Weakness in Receptive Learning

2. LEARNING SKILLS in VISUAL situations or materials are often of POOR quality.

4. LEARNING SKILLS in LISTENING situations are often of POOR quality.

34. VOLUNTEERS to RECITE but then has INCORRECT ANSWER.

91. Tends to be LOST and relatively uninvolved when working IN A LARGE GROUP.

105. PASSIVE in approach to learning.

111. Frequently INATTENTIVE.

112. Shows a tendency to DAY-DREAM.

C. Strength in Expressive Learning

11. QUALITY OF SPEECH (tone, loudness, diction, etc.) is usually EFFECTIVE.

14. Often USES FACIAL EXPRESSIONS or gestures to extend verbal communication.

18. Uses WORDS EFFECTIVELY to express himself.

19. Tends to be ARTICULATE and to VERBALIZE FEELINGS easily.

D. Weakness in Expressive Learning

12. QUALITY OF SPEECH is often inadequate and shows POOR ARTICULATION.

13. QUALITY OF SPEECH is often inadequate and particularly shows EVIDENCE OF SLURRING.

15. FACIAL EXPRESSIONS or gestures are NOT USED to extend verbal communication.

20. Tends to be very INARTICULATE and UNABLE to VERBALIZE FEELINGS.

34. VOLUNTEERS to RECITE but then has INCORRECT ANSWER.

105. PASSIVE in approach to learning.

E. Strength in Kinesthetic-Tactile Learning

5. LEARNING SKILLS in MANIPULATIVE activities are GOOD.

7. PERFORMANCE SKILLS in coloring, cutting, pasting, and handwriting show FACILITY.

9. SKILLS in the GYMNASIUM and playground, in hopping, skipping, etc., are PERFORMED EASILY.

16. Shows HIGH DEGREE of physical CAPACITY for continuous STRENUOUS MOVEMENT.

F. Weakness in Kinesthetic-Tactile Learning

6. LEARNING SKILLS in MANIPULATIVE activities are often of POOR quality.

8. PERFORMANCE SKILLS in coloring, cutting, pasting, and handwriting often show CLUMSINESS.

10. PERFORMANCE SKILLS in the GYMNASIUM and playground, in hopping, skipping, etc., often show CLUMSINESS.

17. LACKS the physical CAPACITY for continuous STRENUOUS MOVEMENT.

II. Approach or Strategy

A. Structured Activities: Oedipal Conflict

44. Tends to AVOID COMPETITION with others.

50. OCCASIONALLY tends to ACT YOUNGER than his age.

61. VACILLATION shown in DECISION-MAKING.

B. Structured Activities: Developmental Arrest

25. Relies heavily on having a SAMPLE PATTERN OR MODEL to follow in performing a task.

31. Makes IMMATURE HUMAN FIGURE drawings.

35. REASSURANCE is frequently NEEDED for motivation.

42. Tends to PROCRASTINATE or do incomplete work.

45. Tends to GIVE UP when the going gets difficult.

47. Is NOT PROGRESSING EMOTIONALLY.

49. Frequently reverts to INFANTILE BEHAVIOR such as crying, using baby talk, imagining illness, etc.

52. Often REACTS IMPULSIVELY and with a lack of self-discipline.

54. Hampered in activities by FEAR OF MAKING MISTAKES.

59. Seems ARRESTED in FORWARD DEVELOPMENT.

65. DEPENDENT on others.

91. Tends to be LOST and relatively uninvolved when working IN A LARGE GROUP.

113. EASILY DISTRACTED when not under close supervision.

C. Structured Activities: Ego Disturbed

22. ABILITY TO ORGANIZE own activities is INCONSISTENT.

25. Relies heavily on having a SAMPLE PATTERN OR MODEL to follow in performing a task.

27. Continually REQUIRES DETAILED DIRECTION from teacher in performing activities.

28. BODY ORIENTATION (Left and right sides, legs, arms, etc.) shows CONFUSION.

29. WORLD ORIENTATION (names of days of the week, months, seasons, etc.) shows CONFUSION.

32. Draws HUMAN FIGURES as DIFFERENT or STRANGE.

36. Shows need for PROMPT REWARDS.

51. Adapts to CHANGE with DIFFICULTY.

60. Seems to be SLIPPING BACKWARD in DEVELOPMENT.

67. Gives an appearance of LOW SELF-ESTEEM.

77. Appears WITHDRAWN and stays WITHIN SHELL during school activities.

91. Tends to be LOST and relatively uninvolved when working IN A LARGE GROUP.

116. General range of ABILITIES is LOWER than that of most children in this age group.

122. General FUND of INFORMATION is SMALL.

125. MEMORY skills are INEFFECTIVE.

130. Tends to FAIL the majority of EDUCATIONAL OBJECTIVES.

D. Unstructured Activities: Oedipal Conflict

1. LEARNING SKILLS in VISUAL situations or materials are GOOD.

3. LEARNING SKILLS in LISTENING situations are GOOD.

5. LEARNING SKILLS in MANIPULATIVE activities are GOOD.

7. PERFORMANCE SKILLS in coloring, cutting, pasting, and handwriting show FACILITY.

21. ABILITY TO ORGANIZE own activities is CONSISTENT.

24. Can SWITCH from one method of LEARNING to another with no apparent difficulty.

26. Sees most things in terms of BLACK OR WHITE, right or wrong, with NO SHADING.

30. Makes MATURE HUMAN FIGURE drawings.

41. Tends to do MORE THAN REQUIRED.

43. Is STIMULATED BY COMPETITION.

46. PERSEVERES even in the face of difficulty.

55. Exhibits a STRONG PUSH toward MATURITY.

100. A little TOO PASSIVE for a BOY.

105. PASSIVE in approach to learning.

106. RELUCTANT to PARTICIPATE in activities that might result in PHYSICAL INJURY.

127. IMAGINATIVE.

129. Approaches tasks with CREATIVITY.

E. Unstructured Activities: Developmental Arrest

54. Hampered in activities by FEAR OF MAKING MISTAKES.

59. Seems ARRESTED in FORWARD DEVELOPMENT.

66. Often seems OVERLY DEPENDENT on ADULTS.

69. SHY and fearful.

72. TOO SENSITIVE.

91. Tends to be LOST and relatively uninvolved when working IN A LARGE GROUP.

F. Unstructured Activities: Ego Disturbed

91. Tends to be LOST and relatively uninvolved when working IN A LARGE GROUP.

110. Is RARELY SELF-ASSERTIVE even when such action is legitimate.

118. Generally UNRESPONSIVE.

G. Need for Reinforcement: Oedipal Conflict

40. Applying PRESSURE has an ADVERSE EFFECT on work accomplished.

44. Tends to AVOID COMPETITION with others.

50. OCCASIONALLY tends to ACT YOUNGER than his age.

67. Gives an appearance of LOW SELF-ESTEEM.

105. PASSIVE in approach to learning.

106. RELUCTANT to PARTICIPATE in activities that might result in PHYSICAL INJURY.

H. Need for Reinforcement: Developmental Arrest

35. REASSURANCE is frequently NEEDED for motivation.

45. Tends to GIVE UP when the going gets difficult.

47. Is NOT PROGRESSING EMOTIONALLY.

49. Frequently reverts to INFANTILE BEHAVIOR such as crying, using baby talk, imagining illness, etc.

54. Hampered in activities by FEAR OF MAKING MISTAKES.

56. Shows PROVOCATIVE, DEFIANT behavior and tends to FIGHT easily.

59. Seems ARRESTED in FORWARD DEVELOPMENT.

62. Tends to show concern because BODY DEVELOPMENT seems SLOWER than normal.

65. DEPENDENT on others.

66. Often seems OVERLY DEPENDENT on ADULTS.

67. Gives an appearance of LOW SELF-ESTEEM.

68. Covers LACK OF SELF-CONFIDENCE with a show of CONCEIT.

75. Often appears in class in an UNKEMPT AND DIRTY condition.

69. SHY and fearful.

72. TOO SENSITIVE.

87. PERFORMS well when WORKING in ONE-TO-ONE relation.

91. Tends to be LOST and relatively uninvolved when working IN A LARGE GROUP.

97. NOT LIKED by peer group.

105. PASSIVE in approach to learning.

I. Need for Reinforcement: Ego Disturbed

20. Tends to be very INARTICULATE and UNABLE to VERBALIZE FEELINGS.

36. Shows need for PROMPT REWARDS.

60. Seems to be SLIPPING BACKWARD in DEVELOPMENT.

67. Gives an appearance of LOW SELF-ESTEEM.

75. Often appears in class in an UNKEMPT AND DIRTY condition.

77. Appears WITHDRAWN and stays WITHIN SHELL during school activities.

84. Tends to be SET APART from OTHER children.

85. Tends to have LIMITED SUCCESS in FRIENDSHIPS.

87. PERFORMS well when WORKING in ONE-TO-ONE relation.

91. Tends to be LOST and relatively uninvolved when working IN A LARGE GROUP.

93. Even in SMALL GROUPS, remains relatively UNINVOLVED in activity.

97. NOT LIKED by peer group.

105. PASSIVE in approach to learning.

110. Is RARELY SELF-ASSERTIVE even when such action is legitimate.

118. Generally UNRESPONSIVE.

130. Tends to FAIL the majority of EDUCATIONAL OBJECTIVES.

J. Need for Sex Identification - Boys: Oedipal Conflict

44. Tends to AVOID COMPETITION with others.

50. OCCASIONALLY tends to ACT YOUNGER than his age.

67. Gives an appearance of LOW SELF-ESTEEM.

74. Appearance indicates an occasional OVER-CONCERN with CLEANLINESS.

82. PREFERS the company of children of the OPPOSITE SEX.

100. A little TOO PASSIVE for a BOY.

105. PASSIVE in approach to learning.

106. RELUCTANT to PARTICIPATE in activities that might result in PHYSICAL INJURY.

K. Need for Sex Identification - Boys: Developmental Arrest

10. PERFORMANCE SKILLS in the GYMNASIUM and playground, in hopping, skipping, etc., often show CLUMSINESS.

49. Frequently reverts to INFANTILE BEHAVIOR such as crying, using baby talk, imagining illness, etc.

62. Tends to show concern beacuse BODY DEVELOPMENT seems SLOWER than normal.

67. Gives an appearance of LOW SELF-ESTEEM.

68. Covers LACK OF SELF-CONFIDENCE with a show of CONCEIT.

69. SHY and fearful.

80. Usually PLAYS or works with YOUNGER CHILDREN.

82. PREFERS the company of children of the OPPOSITE SEX.

97. NOT LIKED by peer group.

105. PASSIVE in approach to learning.

106. RELUCTANT to PARTICIPATE in activities that might result in PHYSICAL INJURY.

L. Need for Sex Identification - Boys: Ego Distrubed

10. PERFORMANCE SKILLS in the GYMNASIUM and playground, in hopping, skipping, etc., often show CLUMSINESS.

17. LACKS the physical CAPACITY for continuous STRENUOUS MOVEMENT.

32. Draws HUMAN FIGURES as DIFFERENT or STRANGE.

67. Gives an appearance of LOW SELF-ESTEEM.

82. PREFERS the company of children of the OPPOSITE SEX.

85. Tends to have LIMITED SUCCESS in FRIENDSHIPS.

105. PASSIVE in approach to learning.

106. RELUCTANT to PARTICIPATE in activities that might result in PHYSICAL INJURY.

110. Is RARELY SELF-ASSERTIVE even when such action is legitimate.

M. Need for Sex Identification - Girls: Oedipal Conflict

63. Is concerned because BODY DEVELOPMENT seems to be MORE MATURE than for average of class.

75. Often appears in class in an UNKEMPT AND DIRTY condition.

82. PREFERS the company of children of the OPPOSITE SEX.

97. NOT LIKED by peer group.

99. A little TOO AGGRESSIVE for a GIRL.

N. Need for Sex Identification - Girls: Developmental Arrest

52. Often REACTS IMPULSIVELY and with a lack of self-discipline.

56. Shows PROVOCATIVE, DEFIANT behavior and tends to FIGHT easily.

58. Tends to be STUBBORN in the face of AUTHORITY.

71. Seems UNAWARE of the NEGATIVE effect his behavior has on OTHERS.

73. AN AGGRESSIVE child.

75. Often appears in class in an UNKEMPT AND DIRTY condition.

82. PREFERS the company of children of the OPPOSITE SEX.

109. Often tries to DOMINATE or over-control PEOPLE or situations.

133. Frequently evokes a feeling of ANNOYANCE and DISLIKE in teacher.

O. Need for Sex Identification - Girls: Ego Disturbed

32. Draws HUMAN FIGURES as DIFFERENT or STRANGE.

75. Often appears in class in an UNKEMPT AND DIRTY condition.

82. PREFERS the company of children of the OPPOSITE SEX.

85. Tends to have LIMITED SUCCESS in FRIENDSHIPS.

III. Compatibility Groups

A. Accepted by Peers

33. RESPONDS well to CONSTRUCTIVE CRITICISM.

96. WELL-LIKED by peer group.

98. Generally PLEASANT and LIKABLE.

108. Often CHOSEN AS A LEADER by his peers.

B. Not Accepted by Peers

49. Frequently reverts to INFANTILE BEHAVIOR such as crying, using baby talk, imagining illness, etc.

56. Shows PROVOCATIVE, DEFIANT behavior and tends to FIGHT easily.

71. Seems UNAWARE of the NEGATIVE effect his behavior has on OTHERS.

76. At times behaves in STRANGE ways WITHOUT apparent cause or REASON.

78. Tends to PREJUDGE OTHERS, who may be different, on the basis of incomplete understanding or bias.

79. Prefers the COMPANY OF OLDER PEOPLE.

80. Usually PLAYS or works with YOUNGER CHILDREN.

83. INSENSITIVE to others.

84. Tends to be SET APART from OTHER children.

85. Tends to have LIMITED SUCCESS in FRIENDSHIPS.

97. NOT LIKED by peer group.

99. A little TOO AGGRESSIVE for a GIRL.

C. Relations with Adults - Negative

48. Tends to become ATTACHED to INDIVIDUAL adults.

58. Tends to be STUBBORN in the face of AUTHORITY.

66. Often seems OVERLY DEPENDENT on ADULTS.

79. Prefers the COMPANY OF OLDER PEOPLE.

132. Behavior tends to FRUSTRATE teacher.

133. Frequently evokes a feeling of ANNOYANCE and DISLIKE in teacher.

IV. <u>Size of Group for Best Performance</u>

A. Works Well Alone

86. PERFORMS well when WORKING ALONE.

90. PERFORMS well in ANY SIZE GROUP.

93. Even in SMALL GROUPS, remains relatively UNINVOLVED in activity.

95. Appears to be RELUCTANT to work COOPERATIVELY with others.

B. Works Well in One-to-One Relationship

87. PERFORMS well when WORKING in ONE-TO-ONE relation.

90. PERFORMS well in ANY SIZE GROUP.

93. Even in SMALL GROUPS, remains relatively UNINVOLVED in activity.

C. Works Well in Small Group

88. PERFORMS well when WORKING IN A SMALL GROUP.

90. PERFORMS well in ANY SIZE GROUP.

91. Tends to be LOST and relatively uninvolved when working IN A LARGE GROUP.

94. Takes an ACTIVE PART IN SMALL GROUP activities.

102. Frequent and effective CONTRIBUTOR OF IDEAS in SMALL GROUP discussions.

D. Works Well in Large Group

89. PERFORMS well when WORKING IN A LARGE GROUP.

90. PERFORMS well in ANY SIZE GROUP.

92. Takes an ACTIVE PART IN LARGE GROUP activities.

101. Frequent and effective CONTRIBUTOR OF IDEAS in LARGE GROUP discussions.

P U P I L D E S C R I P T I O N W O R K S H E E T

R E S P O N S E S H E E T

SCHOOL NO.

STUDENT NO.

SEX
(M or F)

001	015	029	043	057	071	085	099	113	127
002	016	030	044	058	072	086	100	114	128
003	017	031	045	059	073	087	101	115	129
004	018	032	046	060	074	088	102	116	130
005	019	033	047	061	075	089	103	117	131
006	020	034	048	062	076	090	104	118	132
007	021	035	049	063	077	091	105	119	133
008	022	036	050	064	078	092	106	120	134
009	023	037	051	065	079	093	107	121	
010	024	038	052	066	080	094	108	122	
011	025	039	053	067	081	095	109	123	
012	026	040	054	068	082	096	110	124	
013	027	041	055	069	083	097	111	125	
014	028	042	056	070	084	098	112	126	

The following reports will be provided from the Pupil Description Worksheet:

A. For the whole school (For principal, guidance counselor, master teacher, etc.)

1. By name of pupil alphabetically: Showing statements (Profiles)
2. By name of pupil alphabetically: Showing clustering of statements
3. By grade by cluster by statement: Showing names alphabetically
4. By grade by statement: Showing names alphabetically
5. By grade by name of pupil: Showing statements (Profiles)
6. By grade by name of pupil: Showing clustering of statements

B. For each individual teacher, for just her own pupils (in one classroom)

1. By name alphabetically: Showing statements (Profiles)
2. By name alphabetically: Showing clustering of statements
3. By cluster by statement: Showing names alphabetically
4. By statement: Showing names alphabetically

Programs for the Pupil Description Worksheet System

PDW001 Card-to-Tape
Create single record containing School number, Student number and Statement number from cards that will have multiple statement numbers.

PDW003 Sort
Major Key: Student Number

PDW005 Extract Student Information
Pass with EGQ File - extract Names Grade, Room No., Psychological Category, etc.

PDW007 Sort
Major Key: Statement Number

PDW009 Extract Statement Information
Pass with Statement Master File Append Statement to Response Records - Create additional records as required by cluster codes.

PDW011 Sort
Major Key: Last Name
Minor Keys: First Name
Statement Number

PDW013 Edit - Report PDW013
Entire school showing names alphabetically, and Statements (Profiles)

PDW015 Sort
Major Key: Last Name
Minor Keys: First Name
Cluster Code
Statement Number

PDW017 Edit - Report PDW017
By name of pupil alphabetically:
Showing clustering of statements

PDW019 Sort
Major Key: Grade
Minor Keys: Cluster Code
Statement Number
Last Name
First Name

PDW021 Edit - Report PDW021
By Grade:
Showing Clustering of Statement with Student names

PDW023 Sort
Major Key: Grade
Minor Keys: Statement Number
Last Name
First Name

PDW025 Edit - Report PDW025
By Grade:
Showing Statements with names alphabetically

PDW027 Sort
Major Key: Grade
Minor Keys: Last Name
First Name
Statement

PDW029 Edit - Report PDW029
By Grade:
Showing names alphabetically, and Statements (Profiles)

PDW031 Sort
Major Key: Grade
Minor Keys: Last Name
First Name
Cluster Code
Statement

PDW033 Edit - Report PDW033
By Grade:
Showing name alphabetically, and clustering of Statements

PDW035 Sort
Major Key: Classroom
Minor Keys: Last Name
First Name
Statement Number

PDW037 Edit - Report PDW037
By Classroom:
Showing names alphabetically and Statements (Profiles)

PDW039 Sort
Major Key: Classroom
Minor Keys: Last Name
First Name
Cluster Code
Statement Number

PDW041 Edit - Report PDW041
By Classroom:
Showing names alphabetically, and clustering of Statements

PDW043 Sort
Major Key: Classroom
Minor Keys: Cluster Code
Statement Number
Last Name
First Name

PDW045 Edit - Report PDW045
By Classroom:
Showing Clusters of Statements with names alphabetically under Statements

PDW047 Sort

Major Key: Classroom
Minor Keys: Statement Number
Last Name
First Name

PDW049 Edit - Report PDW049
By Classroom:
Showing statements with names alphabetically

Clustering of Pupils: Statistics of Use of Statements

Statement #	Group # Where Used
1	IA, IID
2	IB
3	IA, IID
4	IB
5	IE, IID
6	IF
7	IE, IID
8	IF
9	IE
10	IF, IIK, IIL
11	IC
12	ID
13	ID
14	IC
15	ID
16	IE
17	IF, IIL
18	IC
19	IC
20	ID, II(I)*
21	IID
22	IIC
23	
24	IID
25	IIB, IIC
26	IID
27	IIC
28	IIC
29	IIC
30	IID
31	IIB
32	IIC, IIL, IIO
33	IIIA
34	IB, ID
35	IIB, IIH
36	IIC, II(I)*
37	
38	
39	
40	IIG
41	IID
42	IIB
43	IID
44	IIA, IIG, IIJ
45	IIB, IIH
46	IID
47	IIB, IIH

* II(I) designates the paragraph lettered I under the second section

Statement #	Group # Where Used
48	IIIC
49	IIB, IIH, IIK, IIIB
50	IIA, IIG, IIJ
51	IIC
52	IIB, IIN
53	
54	IIB, IIE, IIH
55	IID
56	IIH, IIN, IIIB
57	
58	IIN, IIIC
59	IIB, IIE, IIH
60	IIC, II(I)*
61	IIA
62	IIH, IIK
63	IIM
64	
65	IIB, IIH
66	IIE, IIH, IIIC
67	IIC, IIG, IIH, II(I)*, IIJ, IIK, IIL
68	IIH, IIK
69	IIE, IIH, IIK
70	
71	IIN, IIIB
72	IIE, IIH
73	IIN
74	IIJ
75	IIH, II(I)*, IIM, IIN, IIO
76	IIIB
77	IIC, II(I)*
78	IIIB
79	IIIB, IIIC
80	IIK, IIIB
81	
82	IIJ, IIK, IIL, IIM, IIN, IIO
83	IIIB
84	II(I)*, IIIB
85	II(I)*, IIL, IIO, IIIB
86	IVA
87	IIH, II(I)*, IVB
88	IVC
89	IVD
90	IVA, IVB, IVC, IVD
91	IB, IIB, IIC, IIE, IIF, IIH, II(I)*, IVC
92	IVD
93	II(I)*, IVA, IVB
94	IVC
95	IVA
96	IIIA
97	IIH, II(I)*, IIK, IIM, IIIB
98	IIIA
99	IIM, IIIB
100	IID, IIJ
101	IVD

Statement #	Group # Where Used
102	IVC
103	
104	
105	IB, ID, IID, IIG, IIH, II(I)*, IIJ, IIK, IIL
106	IID, IIG, IIJ, IIK, IIL
107	
108	IIIA
109	IIN
110	IIF, II(I)*, IIL
111	IB
112	IB
113	IIB
114	
115	
116	IIC
117	
118	IIF, II(I)*
119	
120	
121	
122	IIC
123	
124	
125	IIC
126	
127	IID
128	
129	IID
130	IIC, II(I)*
131	
132	IIIC
133	IIN, IIIC
134	

PILOT CLASS PUPIL PROFILE

GRADE 2

CC1 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
CC1 GOOD.
CC4 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
CC6 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE OFTEN OF POOR QUALITY.
CC7 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
CC7 FACILITY.
CC9 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
CC9 PERFORMED EASILY.
C11 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
C14 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
C16 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
C16 MOVEMENT.
C19 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
C20 RIGID IN APPROACHES TO DIFFERENT METHODS OF LEARNING.
C22 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
C22 PERFORMING A TASK.
C23 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
C23 SHADINGS.
C24 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
C24 ACTIVITIES
C25 BODY ORIENTATION LEFT AND RIGHT SIDES, LEGS, ARMS, ETC. SHOWS
C25 CONFUSION.
C26 WORLD ORIENTATION NAMES OF DAYS OF THE WEEK, MONTHS, SEASONS, ETC.
C27 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
C31 APPLYING PRESSURE HAS AN ADVERSE EFFECT ON WORK ACCOMPLISHED.
C32 TENDS TO DO MORE THAN REQUIRED.
C34 IS STIMULATED BY COMPETITION WITH OTHERS.
C36 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
C39 ADAPTS TO CHANGE WITH DIFFICULTY.
C42 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
C43 VACILLATION SHOWN IN DECISION-MAKING.
C47 VERY DEPENDENT ON OTHERS.
C58 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
C61 PREFERS TO WORK IN A SMALL GROUP.
C65 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
C68 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
C68 GROUP.
C71 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
C73 WELL-LIKED BY PEER GROUP.
C86 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY LOWER THAN THAT OF MOST
C86 CHILDREN IN THIS AGE GROUP.
C87 GENERALLY ALERT AND RESPONSIVE.
C89 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
C89 GENERALIZATION TO OTHER SITUATIONS.
C9C USUALLY ABLE TO PICK OUT RELATIONSHIPS TO ENVIRONMENT.
C94 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
C96 MEMORY SKILLS ARE INEFFECTIVE.
C99 SEEMS TO HAVE VERY LITTLE IMAGINATION.
1C2 MUCH TOO SENSITIVE.
1C3 SHOWS AN EAGERNESS TO LEARN.
1C4 DESIRES ACTIVE PARTICIPATION IN LEARNING.

001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
001 GOOD.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
006 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE OFTEN OF POOR QUALITY.
008 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING AND HANDWRITING OFTEN
008 SHOW CLUMSINESS.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION
017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
020 RIGID IN APPROACHES TO DIFFERENT METHODS OF LEARNING.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
026 WORLD ORIENTATION NAMES OF DAYS OF THE WEEK, MONTHS, SEASONS, ETC.
026 SHOWS CONFUSION.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
028 REQUIRES A GREAT DEAL OF PRESSURE TO GET WORK ACCOMPLISHED.
031 APPLYING PRESSURE HAS AN ADVERSE EFFECT ON WORK ACCOMPLISHED.
035 TENDS TO AVOID COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
039 ADAPTS TO CHANGE WITH DIFFICULTY.
041 IS VERY SELF-DISCIPLINED.
042 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
043 VACILLATION SHOWN IN DECISION-MAKING.
047 VERY DEPENDENT ON OTHERS.
048 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
054 OFTEN APPEARS IN CLASS IN AN UNKEMPT AND DIRTY CONDITION.
056 PREFERS THE COMPANY OF OLDER PEOPLE.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
060 PREFERS TO WORK ALONE.
064 PERFORMS BEST WHEN WORKING ALONE.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
070 EVEN IN SMALL GROUPS, REMAINS RELATIVELY UNINVOLVED IN ACTIVITY.
072 APPEARS TO BE RELUCTANT TO WORK COOPERATIVELY WITH OTHERS.
074 NOT LIKED BY PEER GROUP.
082 SHOWS A TENDENCY TO DAY-DREAM.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
094 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
095 MEMORY SKILLS ARE EFFECTIVE.
099 SEEMS TO HAVE VERY LITTLE IMAGINATION.
102 MUCH TOO SENSITIVE.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
001 GOOD.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
005 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
008 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING AND HANDWRITING OFTEN
008 SHOW CLUMSINESS.
009 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
009 PERFORMED EASILY.
012 QUALITY OF SPEECH IS OFTEN INADEQUATE AND SHOWS POOR ARTICULATION.
015 FACIAL EXPRESSIONS OR GESTURES ARE NOT USED EFFECTIVELY TO EXTEND
015 VERBAL COMMUNICATION.
017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
019 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
030 APPLYING PRESSURE MAKES LITTLE OR NO DIFFERENCE IN WORK ACCOMPLISHED.
033 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
035 TENDS TO AVOID COMPETITION WITH OTHERS.
038 OCCASIONALLY TENDS TO ACT YOUNGER THAN HIS AGE.
042 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
043 VACILLATION SHOWN IN DECISION-MAKING.
047 VERY DEPENDENT ON OTHERS.
048 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
050 EXTREMELY SHY AND FEARFUL.
053 APPEARANCE INDICATES AN OCCASIONAL OVER-CONCERN WITH CLEANLINESS.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
060 PREFERS TO WORK ALONE.
064 PERFORMS BEST WHEN WORKING ALONE.
069 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
069 GROUP.
070 EVEN IN SMALL GROUPS, REMAINS RELATIVELY UNINVOLVED IN ACTIVITY.
080 IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
081 FREQUENTLY INATTENTIVE.
088 GENERALLY DULL AND UNRESPONSIVE.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
095 MEMORY SKILLS ARE EFFECTIVE.
102 MUCH TOO SENSITIVE.
105 VERY PASSIVE IN APPROACH TO LEARNING.

001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
002 GOOD.
003 LEARNING SKILLS IN LISTENING SITUATIONS ARE CONSISTENTLY GOOD.
005 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
009 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
009 PERFORMED EASILY.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
016 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
016 MOVEMENT.
018 ABILITY TO ORGANIZE OWN ACTIVITIES IS CONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
029 APPLYING PRESSURE BRINGS A POSITIVE RESPONSE TOWARD GETTING WORK
029 ACCOMPLISHED.
032 TENDS TO DO MORE THAN REQUIRED.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
041 IS VERY SELF-DISCIPLINED.
043 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
046 VERY INDEPENDENT.
051 POISED, EASY MANNER WITH NO FEELINGS OF TIMIDITY.
056 HAS NO REAL PREFERENCE WITH RESPECT TO THE SIZE OF THE GROUP.
057 WORKS WELL IN ANY SIZE GROUP.
059 TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
073 WELL-LIKED BY PEER GROUP.
075 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN LARGE GROUP DISCUSSIONS.
076 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
077 EXHIBITS LEADERSHIP QUALITIES.
078 OFTEN CHOSEN AS A LEADER BY HIS PEERS.
[illegible] OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
085 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY HIGHER THAN THAT OF MOST
085 CHILDREN IN THIS AGE GROUP.
087 GENERALLY ALERT AND RESPONSIVE.
089 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
089 GENERALIZATION TO OTHER SITUATIONS.
090 UNUSUALLY ABLE TO PICK OUT RELATIONSHIPS TO ENVIRONMENT.
091 GENERAL FUND OF INFORMATION IS VERY LARGE.
094 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
095 MEMORY SKILLS ARE EFFECTIVE.
097 WELL-DEVELOPED ABILITY TO JUDGE SITUATIONS AND ACT IN ACCORDANCE WITH
097 JUDGMENT.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.
106 IS ABLE TO PERCEIVE, IDENTIFY, AND BE DIRECTED BY GOALS.

002 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE OFTEN OF POOR
002 QUALITY.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
005 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
009 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
009 PERFORMED EASILY.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
013 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TO EXTEND VERBAL COMMUNICATION.
016 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
016 MOVEMENT.
020 RIGID IN APPROACHES TO DIFFERENT METHODS OF LEARNING.
028 REQUIRES A GREAT DEAL OF PRESSURE TO GET WORK ACCOMPLISHED.
030 APPLYING PRESSURE MAKES LITTLE OR NO DIFFERENCE IN WORK ACCOMPLISHED.
033 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
035 TENDS TO AVOID COMPETITION WITH OTHERS.
039 ADAPTS TO CHANGE WITH DIFFICULTY.
040 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
043 VACILLATION SHOWN IN DECISION-MAKING.
046 VERY INDEPENDENT.
048 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
052 AN EXTREMELY AGGRESSIVE CHILD.
055 TENDS TO PREJUDGE OTHERS, WHO MAY BE DIFFERENT, ON THE BASIS OF
055 INCOMPLETE UNDERSTANDING OR BIAS.
057 USUALLY PLAYS OR WORKS WITH YOUNGER CHILDREN.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
063 HAS NO REAL PREFERENCE WITH RESPECT TO THE SIZE OF THE GROUP.
064 PERFORMS BEST WHEN WORKING ALONE.
069 TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
072 APPEARS TO BE RELUCTANT TO WORK COOPERATIVELY WITH OTHERS.
075 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN LARGE GROUP DISCUSSIONS.
076 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
079 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
081 FREQUENTLY INATTENTIVE.
082 SHOWS A TENDENCY TO DAY-DREAM.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
085 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY HIGHER THAN THAT OF MOST
085 CHILDREN IN THIS AGE GROUP.
087 GENERALLY ALERT AND RESPONSIVE.
089 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
089 GENERALIZATION TO OTHER SITUATIONS.
090 UNUSUALLY ABLE TO PICK OUT RELATIONSHIPS TO ENVIRONMENT.
091 GENERAL FUND OF INFORMATION IS VERY LARGE.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
095 MEMORY SKILLS ARE EFFECTIVE.
099 SEEMS TO HAVE VERY LITTLE IMAGINATION.
101 INSENSITIVE TO OTHERS.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

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002 QUALITY.
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009 PERFORMED EASILY.
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017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
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020 RIGID IN APPROACHES TO DIFFERENT METHODS OF LEARNING.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
030 APPLYING PRESSURE MAKES LITTLE OR NO DIFFERENCE IN WORK ACCOMPLISHED.
033 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
037 FREQUENTLY REVERTS TO INFANTILE BEHAVIOR SUCH AS CRYING, USING BABY
037 TALK, IMAGINING ILLNESS, ETC.
038 OCCASIONALLY TENDS TO ACT YOUNGER THAN HIS AGE.
043 VACILLATION SHOWN IN DECISION-MAKING.
047 VERY DEPENDENT ON OTHERS.
048 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
051 PREFERS TO WORK IN A SMALL GROUP.
065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
080 IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
081 FREQUENTLY INATTENTIVE.
082 SHOWS A TENDENCY TO DAY-DREAM.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
088 GENERALLY DULL AND UNRESPONSIVE.
092 GENERAL FUND OF INFORMATION IS VERY SMALL.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
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020 RIGID IN APPROACHES TO DIFFERENT METHODS OF LEARNING.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
023 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
023 SHADINGS.
025 BODY ORIENTATION LEFT AND RIGHT SIDES, LEGS, ARMS, ETC. SHOWS
025 CONFUSION.
026 WORLD ORIENTATION NAMES OF DAYS OF THE WEEK, MONTHS, SEASONS, ETC.
026 SHOWS CONFUSION.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
028 REQUIRES A GREAT DEAL OF PRESSURE TO GET WORK ACCOMPLISHED.
029 APPLYING PRESSURE BRINGS A POSITIVE RESPONSE TOWARD GETTING WORK
029 ACCOMPLISHED.
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037 TALK, IMAGINING ILLNESS, ETC.
039 ADAPTS TO CHANGE WITH DIFFICULTY.
043 VACILLATION SHOWN IN DECISION-MAKING.
047 VERY DEPENDENT ON OTHERS.
050 EXTREMELY SHY AND FEARFUL.
057 USUALLY PLAYS OR WORKS WITH YOUNGER CHILDREN.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
061 PREFERS TO WORK IN A SMALL GROUP.
065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
080 IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
081 FREQUENTLY INATTENTIVE.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
087 GENERALLY ALERT AND RESPONSIVE.
092 GENERAL FUND OF INFORMATION IS VERY SMALL.
094 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
095 MEMORY SKILLS ARE EFFECTIVE.
102 MUCH TOO SENSITIVE.
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105 VERY PASSIVE IN APPROACH TO LEARNING.

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001 GOOD.
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007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
013 FACIAL EXPRESSIONS OR GESTURES ARE NOT USED EFFECTIVELY TO EXTEND
015 VERBAL COMMUNICATION.
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029 ACCOMPLISHED.
032 TENDS TO DO MORE THAN REQUIRED.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
038 OCCASIONALLY TENDS TO ACT YOUNGER THAN HIS AGE.
040 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
042 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
043 VACILLATION SHOWN IN DECISION-MAKING.
046 VERY INDEPENDENT.
049 COVERS LACK OF SELF-CONFIDENCE WITH A SHOW OF CONCEIT.
053 APPEARANCE INDICATES AN OCCASIONAL OVER-CONCERN WITH CLEANLINESS.
055 TENDS TO PREJUDGE OTHERS, WHO MAY BE DIFFERENT, ON THE BASIS OF
055 INCOMPLETE UNDERSTANDING OR BIAS.
056 PREFERS THE COMPANY OF OLDER PEOPLE.
060 PREFERS TO WORK ALONE.
067 WORKS WELL IN ANY SIZE GROUP.
069 TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
072 APPEARS TO BE RELUCTANT TO WORK COOPERATIVELY WITH OTHERS.
079 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
082 SHOWS A TENDENCY TO DAY-DREAM.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
087 GENERALLY ALERT AND RESPONSIVE.
089 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
089 GENERALIZATION TO OTHER SITUATIONS.
091 GENERAL FUND OF INFORMATION IS VERY LARGE.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
095 MEMORY SKILLS ARE EFFECTIVE.
096 SEEMS TO HAVE VERY LITTLE IMAGINATION.
101 INSENSITIVE TO OTHERS.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY GOOD.
LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW FACILITY.
PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT DIFFICULTY.
APPLYING PRESSURE BRINGS A POSITIVE RESPONSE TOWARD GETTING WORK ACCOMPLISHED.
IS STIMULATED BY COMPETITION WITH OTHERS.
TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
IS VERY SELF-DISCIPLINED.
VERY INDEPENDENT.
EXTREMELY SHY AND FEARFUL.
PREFERS THE COMPANY OF OLDER PEOPLE.
PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
PREFERS TO WORK ALONE.
HAS NO REAL PREFERENCE WITH RESPECT TO THE SIZE OF THE GROUP.
PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
WORKS WELL IN ANY SIZE GROUP.
TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN LARGE GROUP DISCUSSIONS.
FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
SHOWS A TENDENCY TO DAY-DREAM.
GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY HIGHER THAN THAT OF MOST CHILDREN IN THIS AGE GROUP.
GENERALLY ALERT AND RESPONSIVE.
UNUSUALLY ABLE TO PICK OUT RELATIONSHIPS TO ENVIRONMENT.
GENERAL FUND OF INFORMATION IS VERY LARGE.
PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
MEMORY SKILLS ARE EFFECTIVE.
WELL-DEVELOPED ABILITY TO JUDGE SITUATIONS AND ACT IN ACCORDANCE WITH JUDGMENT.
SHOWS AN EAGERNESS TO LEARN.
DESIRES ACTIVE PARTICIPATION IN LEARNING.

CC1 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
CC1 GOOD.
CC4 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
CC6 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE OFTEN OF POOR QUALITY.
CC7 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
CC7 FACILITY.
C1C PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
C1C SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
C11 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
C14 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
C16 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
C16 MOVEMENT.
C2C RIGID IN APPROACHES TO DIFFERENT METHODS OF LEARNING.
C23 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
C23 SHADINGS.
C24 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
C24 ACTIVITIES.
C28 REQUIRES A GREAT DEAL OF PRESSURE TO GET WORK ACCOMPLISHED.
C29 APPLYING PRESSURE BRINGS A POSITIVE RESPONSE TOWARD GETTING WORK
C29 ACCOMPLISHED.
C33 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
C34 IS STIMULATED BY COMPETITION WITH OTHERS.
C39 ADAPTS TO CHANGE WITH DIFFICULTY.
C4C OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
C43 VACILLATION SHOWN IN DECISION-MAKING.
C47 VERY DEPENDENT ON OTHERS.
C49 COVERS LACK OF SELF-CONFIDENCE WITH A SHOW OF CONCEIT.
C55 TENDS TO PREJUDGE OTHERS, WHO MAY BE DIFFERENT, ON THE BASIS OF
C55 INCOMPLETE UNDERSTANDING OR BIAS.
C57 USUALLY PLAYS OR WORKS WITH YOUNGER CHILDREN.
C59 PREFERS THE COMPANY OF CHILDREN OF THE OPPOSITE SEX.
C6C PREFERS TO WORK ALONE.
C65 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
C69 TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
C71 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
C72 APPEARS TO BE RELUCTANT TO WORK COOPERATIVELY WITH OTHERS.
C76 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
C79 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
C81 FREQUENTLY INATTENTIVE.
C82 SHOWS A TENDENCY TO DAY-DREAM.
C83 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
C87 GENERALLY ALERT AND RESPONSIVE.
C91 GENERAL FUND OF INFORMATION IS VERY LARGE.
C93 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
C95 MEMORY SKILLS ARE EFFECTIVE.
C99 SEEMS TO HAVE VERY LITTLE IMAGINATION.
1C1 INSENSITIVE TO OTHERS.
1C4 DESIRES ACTIVE PARTICIPATION IN LEARNING.

CC1 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
CC1 GOOD.
CC4 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
CC6 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE OFTEN OF POOR QUALITY.
CC8 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING AND HANDWRITING OFTEN
CC8 SHOW CLUMSINESS.
C10 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
C1C SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
C13 QUALITY OF SPEECH IS OFTEN INADEQUATE AND PARTICULARLY SHOWS EVIDENCE
C13 OF SLURRING.
C14 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
C17 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
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C47 VERY DEPENDENT ON OTHERS.
C48 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
C54 OFTEN APPEARS IN CLASS IN AN UNKEMPT AND DIRTY CONDITION.
C56 PREFERS THE COMPANY OF OLDER PEOPLE.
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C68 GROUP.
C71 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
C76 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
C83 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
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C94 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
C96 MEMORY SKILLS ARE INEFFECTIVE.
1C3 SHOWS AN EAGERNESS TO LEARN.
1C4 DESIRES ACTIVE PARTICIPATION IN LEARNING.

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C14 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TO EXTEND VERBAL COMMUNICATION.
C16 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
C16 MOVEMENT.
C19 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
C21 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
C21 DIFFICULTY.
C22 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
C22 PERFORMING A TASK.
C23 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
C23 SHADINGS.
C27 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
C28 REQUIRES A GREAT DEAL OF PRESSURE TO GET WORK ACCOMPLISHED.
C29 APPLYING PRESSURE BRINGS A POSITIVE RESPONSE TOWARD GETTING WORK
C29 ACCOMPLISHED.
C35 TENDS TO AVOID COMPETITION WITH OTHERS.
C37 FREQUENTLY REVERTS TO INFANTILE BEHAVIOR SUCH AS CRYING, USING BABY
C37 TALK, IMAGINING ILLNESS, ETC.
C41 IS VERY SELF-DISCIPLINED.
C42 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
C43 VACILLATION SHOWN IN DECISION-MAKING.
C47 VERY DEPENDENT ON OTHERS.
C48 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
C53 APPEARANCE INDICATES AN OCCASIONAL OVER-CONCERN WITH CLEANLINESS.
C57 USUALLY PLAYS OR WORKS WITH YOUNGER CHILDREN.
C58 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
C61 PREFERS TO WORK IN A SMALL GROUP.
C65 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
C68 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
C68 GROUP.
C71 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
C73 WELL-LIKED BY PEER GROUP.
C79 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
C81 FREQUENTLY INATTENTIVE.
C83 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
C87 GENERALLY ALERT AND RESPONSIVE.
C89 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
C89 GENERALIZATION TO OTHER SITUATIONS.
C94 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
C95 MEMORY SKILLS ARE EFFECTIVE.
C99 SEEMS TO HAVE VERY LITTLE IMAGINATION.
102 MUCH TOO SENSITIVE.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

CC1 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
CC1 GOOD.
CC4 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
CC5 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
CC7 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
CC7 FACILITY.
CC9 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
CC9 PERFORMED EASILY.
C11 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
C15 FACIAL EXPRESSIONS OR GESTURES ARE NOT USED EFFECTIVELY TO EXTEND
C15 VERBAL COMMUNICATION.
C16 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
C16 MOVEMENT.
C18 ABILITY TO ORGANIZE OWN ACTIVITIES IS CONSISTENT.
C21 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
C21 DIFFICULTY.
C27 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
C29 APPLYING PRESSURE BRINGS A POSITIVE RESPONSE TOWARD GETTING WORK
C29 ACCOMPLISHED.
C32 TENDS TO DO MORE THAN REQUIRED.
C34 IS STIMULATED BY COMPETITION WITH OTHERS.
C36 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
C41 IS VERY SELF-DISCIPLINED.
C42 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
C43 VACILLATION SHOWN IN DECISION-MAKING.
C46 VERY INDEPENDENT.
C48 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
C5O EXTREMELY SHY AND FEARFUL.
C53 APPEARANCE INDICATES AN OCCASIONAL OVER-CONCERN WITH CLEANLINESS.
C55 TENDS TO PREJUDGE OTHERS, WHO MAY BE DIFFERENT, ON THE BASIS OF
C55 INCOMPLETE UNDERSTANDING OR BIAS.
C58 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
C6O PREFERS TO WORK ALONE.
C64 PERFORMS BEST WHEN WORKING ALONE.
C68 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
C68 GROUP.
C7O EVEN IN SMALL GROUPS, REMAINS RELATIVELY UNINVOLVED IN ACTIVITY.
C8O IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
C8F GENERALLY DULL AND UNRESPONSIVE.
C8S LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
C8S GENERALIZATION TO OTHER SITUATIONS.
C94 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
C95 MEMORY SKILLS ARE EFFECTIVE.
C99 SEEMS TO HAVE VERY LITTLE IMAGINATION.
1O2 MUCH TOO SENSITIVE.
1O5 VERY PASSIVE IN APPROACH TO LEARNING.

CC1 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
CC1 GOOD.
CC4 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
CC6 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE OFTEN OF POOR QUALITY.
CC7 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
CC7 FACILITY.
CC9 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
CC9 PERFORMED EASILY.
C11 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
C15 FACIAL EXPRESSIONS OR GESTURES ARE NOT USED EFFECTIVELY TO EXTEND
C15 VERBAL COMMUNICATION.
C16 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
C16 MOVEMENT.
C20 RIGID IN APPROACHES TO DIFFERENT METHODS OF LEARNING.
C22 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
C22 PERFORMING A TASK.
C23 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
C23 SHADINGS.
C24 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
C24 ACTIVITIES.
C25 BODY ORIENTATION LEFT AND RIGHT SIDES, LEGS, ARMS, ETC. SHOWS
C25 CONFUSION.
C26 WORLD ORIENTATION NAMES OF DAYS OF THE WEEK, MONTHS, SEASONS, ETC.
C26 SHOWS CONFUSION.
C27 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
C29 APPLYING PRESSURE BRINGS A POSITIVE RESPONSE TOWARD GETTING WORK
C29 ACCOMPLISHED.
C35 TENDS TO AVOID COMPETITION WITH OTHERS.
C39 ADAPTS TO CHANGE WITH DIFFICULTY.
C41 IS VERY SELF-DISCIPLINED.
C47 VERY DEPENDENT ON OTHERS.
C50 EXTREMELY SHY AND FEARFUL.
C60 PREFERS TO WORK ALONE.
C65 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
C68 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
C68 GROUP.
C70 EVEN IN SMALL GROUPS, REMAINS RELATIVELY UNINVOLVED IN ACTIVITY.
C80 IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
C82 SHOWS A TENDENCY TO DAY-DREAM.
C86 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY LOWER THAN THAT OF MOST
C86 CHILDREN IN THIS AGE GROUP.
C88 GENERALLY DULL AND UNRESPONSIVE.
C92 GENERAL FUND OF INFORMATION IS VERY SMALL.
C93 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
C96 MEMORY SKILLS ARE INEFFECTIVE.
C98 HIGHLY IMAGINATIVE.
IC1 INSENSITIVE TO OTHERS.
IC5 VERY PASSIVE IN APPROACH TO LEARNING.

CC1 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
CC1 GOOD.
CC4 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
CC5 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
CC8 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING AND HANDWRITING OFTEN
CC8 SHOW CLUMSINESS.
CC9 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
CC9 PERFORMED EASILY.
C12 QUALITY OF SPEECH IS OFTEN INADEQUATE AND SHOWS POOR ARTICULATION.
C13 QUALITY OF SPEECH IS OFTEN INADEQUATE AND PARTICULARLY SHOWS EVIDENCE
C13 OF SLURRING.
C15 FACIAL EXPRESSIONS OR GESTURES ARE NOT USED EFFECTIVELY TO EXTEND
C15 VERBAL COMMUNICATION.
C16 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
C16 MOVEMENT.
C19 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
C21 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
C21 DIFFICULTY.
C23 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
C23 SHADINGS.
C27 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
C29 APPLYING PRESSURE BRINGS A POSITIVE RESPONSE TOWARD GETTING WORK
C29 ACCOMPLISHED.
C33 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
C35 TENDS TO AVOID COMPETITION WITH OTHERS.
C36 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
C39 ADAPTS TO CHANGE WITH DIFFICULTY.
C4C OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
C42 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
C43 VACILLATION SHOWN IN DECISION-MAKING.
C47 VERY DEPENDENT ON OTHERS.
C48 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
C5C EXTREMELY SHY AND FEARFUL.
C55 TENDS TO PREJUDGE OTHERS, WHO MAY BE DIFFERENT, ON THE BASIS OF
C55 INCOMPLETE UNDERSTANDING OR BIAS.
C6C PREFERS TO WORK ALONE.
C65 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
C68 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
C68 GROUP.
C7C EVEN IN SMALL GROUPS, REMAINS RELATIVELY UNINVOLVED IN ACTIVITY.
C8C IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
C81 FREQUENTLY INATTENTIVE.
C82 SHOWS A TENDENCY TO DAY-DREAM.
C85 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY HIGHER THAN THAT OF MOST
C85 CHILDREN IN THIS AGE GROUP.
C88 GENERALLY DULL AND UNRESPONSIVE.
C89 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
C89 GENERALIZATION TO OTHER SITUATIONS.
C91 GENERAL FUND OF INFORMATION IS VERY LARGE.
C93 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
C95 MEMORY SKILLS ARE EFFECTIVE.
C99 SEEMS TO HAVE VERY LITTLE IMAGINATION.
1C1 INSENSITIVE TO OTHERS.
1C5 VERY PASSIVE IN APPROACH TO LEARNING.

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002 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE OFTEN OF POOR
002 QUALITY.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
006 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE OFTEN OF POOR QUALITY.
007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
009 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
009 PERFORMED EASILY.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
016 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
016 MOVEMENT.
019 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
020 RIGID IN APPROACHES TO DIFFERENT METHODS OF LEARNING.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
023 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
023 SHADINGS.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
025 BODY ORIENTATION LEFT AND RIGHT SIDES, LEGS, ARMS, ETC. SHOWS
025 CONFUSION.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
028 APPLYING PRESSURE MAKES LITTLE OR NO DIFFERENCE IN WORK ACCOMPLISHED.
029 TENDS TO AVOID COMPETITION WITH OTHERS.
030 ADAPTS TO CHANGE WITH DIFFICULTY.
041 IS VERY SELF-DISCIPLINED.
043 VACILLATION SHOWN IN DECISION-MAKING.
047 VERY DEPENDENT ON OTHERS.
056 PREFERS THE COMPANY OF OLDER PEOPLE.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
061 PREFERS TO WORK IN A SMALL GROUP.
065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
067 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
070 EVEN IN SMALL GROUPS, REMAINS RELATIVELY UNINVOLVED IN ACTIVITY.
073 WELL-LIKED BY PEER GROUP.
080 IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
082 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
086 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY LOWER THAN THAT OF MOST
086 CHILDREN IN THIS AGE GROUP.
092 GENERAL FUND OF INFORMATION IS VERY SMALL.
094 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
096 MEMORY SKILLS ARE INEFFECTIVE.
103 SHOWS AN EAGERNESS TO LEARN.
105 VERY PASSIVE IN APPROACH TO LEARNING.

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001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
001 GOOD.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
006 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE OFTEN OF POOR QUALITY.
007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
012 QUALITY OF SPEECH IS OFTEN INADEQUATE AND SHOWS POOR ARTICULATION.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TO EXTEND VERBAL COMMUNICATION.
016 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
016 MOVEMENT.
020 RIGID IN APPROACHES TO DIFFERENT METHODS OF LEARNING.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
023 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
023 SHADINGS.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
025 BODY ORIENTATION LEFT AND RIGHT SIDES, LEGS, ARMS, ETC. SHOWS
025 CONFUSION.
026 WORLD ORIENTATION NAMES OF DAYS OF THE WEEK, MONTHS, SEASONS, ETC.
026 SHOWS CONFUSION.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
028 REQUIRES A GREAT DEAL OF PRESSURE TO GET WORK ACCOMPLISHED.
030 APPLYING PRESSURE MAKES LITTLE OR NO DIFFERENCE IN WORK ACCOMPLISHED.
033 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
035 TENDS TO AVOID COMPETITION WITH OTHERS.
039 ADAPTS TO CHANGE WITH DIFFICULTY.
040 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
042 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
043 VACILLATION SHOWN IN DECISION-MAKING.
047 VERY DEPENDENT ON OTHERS.
048 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
052 AN EXTREMELY AGGRESSIVE CHILD.
054 USUALLY PLAYS OR WORKS WITH YOUNGER CHILDREN.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
060 PREFERS TO WORK ALONE.
065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
069 GROUP.
070 EVEN IN SMALL GROUPS, REMAINS RELATIVELY UNINVOLVED IN ACTIVITY.
072 APPEARS TO BE RELUCTANT TO WORK COOPERATIVELY WITH OTHERS.
074 NOT LIKED BY PEER GROUP.
079 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
081 FREQUENTLY INATTENTIVE.
082 SHOWS A TENDENCY TO DAY-DREAM.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
087 GENERALLY ALERT AND RESPONSIVE.
094 GENERAL FUND OF INFORMATION IS VERY SMALL.
[illegible] TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
[illegible] MEMORY SKILLS ARE EFFECTIVE.
098 HIGHLY IMAGINATIVE.
101 INSENSITIVE TO OTHERS.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

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001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
001 GOOD.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
005 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
018 ABILITY TO ORGANIZE OWN ACTIVITIES IS CONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
031 APPLYING PRESSURE HAS AN ADVERSE EFFECT ON WORK ACCOMPLISHED.
032 TENDS TO DO MORE THAN REQUIRED.
035 TENDS TO AVOID COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
037 FREQUENTLY REVERTS TO INFANTILE BEHAVIOR SUCH AS CRYING, USING BABY
037 TALK, IMAGINING ILLNESS, ETC.
041 IS VERY SELF-DISCIPLINED.
042 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
043 VACILLATION SHOWN IN DECISION-MAKING.
044 TENDS TO SHOW CONCERN BECAUSE BODY DEVELOPMENT SEEMS SLOWER THAN
044 NORMAL.
047 VERY DEPENDENT ON OTHERS.
050 EXTREMELY SHY AND FEARFUL.
053 APPEARANCE INDICATES AN OCCASIONAL OVER-CONCERN WITH CLEANLINESS.
056 PREFERS THE COMPANY OF OLDER PEOPLE.
057 USUALLY PLAYS OR WORKS WITH YOUNGER CHILDREN.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
061 PREFERS TO WORK IN A SMALL GROUP.
065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
070 EVEN IN SMALL GROUPS, REMAINS RELATIVELY UNINVOLVED IN ACTIVITY.
073 WELL-LIKED BY PEER GROUP.
... IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
085 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY HIGHER THAN THAT OF MOST
085 CHILDREN IN THIS AGE GROUP.
087 GENERALLY ALERT AND RESPONSIVE.
094 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
095 MEMORY SKILLS ARE EFFECTIVE.
099 SEEMS TO HAVE VERY LITTLE IMAGINATION.
102 MUCH TOO SENSITIVE.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.
105 VERY PASSIVE IN APPROACH TO LEARNING.

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001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
001 GOOD.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
006 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE OFTEN OF POOR QUALITY.
008 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING AND HANDWRITING OFTEN
008 SHOW CLUMSINESS.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
019 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
023 SEES MUST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
023 SHADINGS.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
028 REQUIRES A GREAT DEAL OF PRESSURE TO GET WORK ACCOMPLISHED.
029 APPLYING PRESSURE BRINGS A POSITIVE RESPONSE TOWARD GETTING WORK
029 ACCOMPLISHED.
033 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
035 TENDS TO AVOID COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
038 OCCASIONALLY TENDS TO ACT YOUNGER THAN HIS AGE.
039 ADAPTS TO CHANGE WITH DIFFICULTY.
040 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
047 VERY DEPENDENT ON OTHERS.
[illegible] COVERS LACK OF SELF-CONFIDENCE WITH A SHOW OF CONCEIT.
052 AN EXTREMELY AGGRESSIVE CHILD.
056 PREFERS THE COMPANY OF OLDER PEOPLE.
059 PREFERS THE COMPANY OF CHILDREN OF THE OPPOSITE SEX.
060 PREFERS TO WORK ALONE.
064 PERFORMS BEST WHEN WORKING ALONE.
069 TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
072 APPEARS TO BE RELUCTANT TO WORK COOPERATIVELY WITH OTHERS.
075 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN LARGE GROUP DISCUSSIONS.
076 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
079 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
081 FREQUENTLY INATTENTIVE.
082 SHOWS A TENDENCY TO DAY-DREAM.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
085 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY HIGHER THAN THAT OF MOST
085 CHILDREN IN THIS AGE GROUP.
087 GENERALLY ALERT AND RESPONSIVE.
089 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
089 GENERALIZATION TO OTHER SITUATIONS.
090 UNUSUALLY ABLE TO PICK OUT RELATIONSHIPS TO ENVIRONMENT.
091 GENERAL FUND OF INFORMATION IS VERY LARGE.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
095 MEMORY SKILLS ARE EFFECTIVE.
[illegible] HIGHLY IMAGINATIVE.
101 INSENSITIVE TO OTHERS.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

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C01 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
C01 GOOD.
C04 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
C06 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE OFTEN OF POOR QUALITY.
C0[illegible] PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING AND HANDWRITING OFTEN
C0E SHOW CLUMSINESS.
C10 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
C10 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
C12 QUALITY OF SPEECH IS OFTEN INADEQUATE AND SHOWS POOR ARTICULATION.
C15 FACIAL EXPRESSIONS OR GESTURES ARE NOT USED EFFECTIVELY TO EXTEND
C15 VERBAL COMMUNICATION.
C17 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
C20 RIGID IN APPROACHES TO DIFFERENT METHODS OF LEARNING.
C22 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
C22 PERFORMING A TASK.
C23 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
C23 SHADINGS.
C24 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
C24 ACTIVITIES.
C25 BODY ORIENTATION LEFT AND RIGHT SIDES, LEGS, ARMS, ETC. SHOWS
C25 CONFUSION.
C2[illegible] WORLD ORIENTATION NAMES OF DAYS OF THE WEEK, MONTHS, SEASONS, ETC.
C26 SHOWS CONFUSION.
C27 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
C30 APPLYING PRESSURE MAKES LITTLE OR NO DIFFERENCE IN WORK ACCOMPLISHED.
C33 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
C35 TENDS TO AVOID COMPETITION WITH OTHERS.
C39 ADAPTS TO CHANGE WITH DIFFICULTY.
C41 IS VERY SELF-DISCIPLINED.
C42 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
C43 VACILLATION SHOWN IN DECISION-MAKING.
C47 VERY DEPENDENT ON OTHERS.
C50 EXTREMELY SHY AND FEARFUL.
C5[illegible] PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
C6[illegible] PREFERS TO WORK ALONE.
C64 PERFORMS BEST WHEN WORKING ALONE.
C68 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
C68 GROUP.
C70 EVEN IN SMALL GROUPS, REMAINS RELATIVELY UNINVOLVED IN ACTIVITY.
C7[illegible] IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
C82 SHOWS A TENDENCY TO DAY-DREAM.
C83 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
C86 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY LOWER THAN THAT OF MOST
C86 CHILDREN IN THIS AGE GROUP.
C88 GENERALLY DULL AND UNRESPONSIVE.
C92 GENERAL FUND OF INFORMATION IS VERY SMALL.
C94 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
C96 MEMORY SKILLS ARE INEFFECTIVE.
C99 SEEMS TO HAVE VERY LITTLE IMAGINATION.
101 INSENSITIVE TO OTHERS.
10[illegible] VERY PASSIVE IN APPROACH TO LEARNING.

001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
001 GOOD.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
006 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE OFTEN OF POOR QUALITY.
008 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING AND HANDWRITING OFTEN
008 SHOW CLUMSINESS.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
020 RIGID IN APPROACHES TO DIFFERENT METHODS OF LEARNING.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
028 REQUIRES A GREAT DEAL OF PRESSURE TO GET WORK ACCOMPLISHED.
029 APPLYING PRESSURE BRINGS A POSITIVE RESPONSE TOWARD GETTING WORK
029 ACCOMPLISHED.
033 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
038 OCCASIONALLY TENDS TO ACT YOUNGER THAN HIS AGE.
040 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
042 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
043 VACILLATION SHOWN IN DECISION-MAKING.
048 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
056 PREFERS THE COMPANY OF OLDER PEOPLE.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
061 PREFERS TO WORK IN A SMALL GROUP.
064 PERFORMS BEST WHEN WORKING ALONE.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
072 APPEARS TO BE RELUCTANT TO WORK COOPERATIVELY WITH OTHERS.
076 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
079 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
081 FREQUENTLY INATTENTIVE.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
085 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY HIGHER THAN THAT OF MOST
086 CHILDREN IN THIS AGE GROUP.
087 GENERALLY ALERT AND RESPONSIVE.
089 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
089 GENERALIZATION TO OTHER SITUATIONS.
091 GENERAL FUND OF INFORMATION IS VERY LARGE.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
095 MEMORY SKILLS ARE EFFECTIVE.
099 SEEMS TO HAVE VERY LITTLE IMAGINATION.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

PILOT CLASS PUPIL PROFILE

GRADE 3

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001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
002 GOOD.
003 LEARNING SKILLS IN LISTENING SITUATIONS ARE CONSISTENTLY GOOD.
005 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
006 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
009 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
009 PERFORMED EASILY.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
016 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
016 MOVEMENT.
019 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
02_ PERFORMING A TASK.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
0 0 APPLYING PRESSURE MAKES LITTLE OR NO DIFFERENCE IN WORK ACCOMPLISHED.
0 IS STIMULATED BY COMPETITION WITH OTHERS.
0 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
0 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
0 VACILLATION SHOWN IN DECISION-MAKING.
0 VERY DEPENDENT ON OTHERS.
0 OUTGOING, EASY MANNER WITH NO FEELINGS OF TIMIDITY.
0 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
0 PREFERS TO WORK IN A SMALL GROUP.
0 PERFORMS BEST WHEN WORKING ALONE.
0 TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
0 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
073 WELL-LIKED BY PEER GROUP.
076 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
080 IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
087 GENERALLY ALERT AND RESPONSIVE.
091 GENERAL FUND OF INFORMATION IS VERY LARGE.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
0 0 MEMORY SKILLS ARE EFFECTIVE.
097 WELL-DEVELOPED ABILITY TO JUDGE SITUATIONS AND ACT IN ACCORDANCE WITH
097 JUDGMENT.
100 DESIRES ACTIVE PARTICIPATION IN LEARNING.

001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
001 GOOD.
003 LEARNING SKILLS IN LISTENING SITUATIONS ARE CONSISTENTLY GOOD.
005 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
009 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
009 PERFORMED EASILY.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
016 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
016 MOVEMENT.
018 ABILITY TO ORGANIZE OWN ACTIVITIES IS CONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
032 TENDS TO DO MORE THAN REQUIRED.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
041 IS VERY SELF-DISCIPLINED.
046 VERY INDEPENDENT.
051 OUTGOING, EASY MANNER WITH NO FEELINGS OF TIMIDITY.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
063 HAS NO REAL PREFERENCE WITH RESPECT TO THE SIZE OF THE GROUP.
065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
067 WORKS WELL IN ANY SIZE GROUP.
069 TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
073 WELL-LIKED BY PEER GROUP.
075 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN LARGE GROUP DISCUSSIONS.
076 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
077 EXHIBITS LEADERSHIP QUALITIES.
078 OFTEN CHOSEN AS A LEADER BY HIS PEERS.
080 IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
085 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY HIGHER THAN THAT OF MOST
085 CHILDREN IN THIS AGE GROUP.
087 GENERALLY ALERT AND RESPONSIVE.
089 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
089 GENERALIZATION TO OTHER SITUATIONS.
090 UNUSUALLY ABLE TO PICK OUT RELATIONSHIPS TO ENVIRONMENT.
092 GENERAL FUND OF INFORMATION IS VERY SMALL.
094 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
095 MEMORY SKILLS ARE EFFECTIVE.
097 WELL-DEVELOPED ABILITY TO JUDGE SITUATIONS AND ACT IN ACCORDANCE WITH
097 JUDGMENT.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.
106 IS ABLE TO PERCEIVE, IDENTIFY, AND BE DIRECTED BY GOALS.

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002 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE OFTEN OF POOR
002 QUALITY.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
005 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
009 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
009 PERFORMED EASILY.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
016 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
016 MOVEMENT.
019 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
023 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
023 SHADINGS.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
030 APPLYING PRESSURE MAKES LITTLE OR NO DIFFERENCE IN WORK ACCOMPLISHED.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
035 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
038 OCCASIONALLY TENDS TO ACT YOUNGER THAN HIS AGE.
040 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
043 VACILLATION SHOWN IN DECISION-MAKING.
047 VERY DEPENDENT ON OTHERS.
056 PREFERS THE COMPANY OF OLDER PEOPLE.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
060 PREFERS TO WORK ALONE.
064 PERFORMS BEST WHEN WORKING ALONE.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
080 IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
082 SHOWS A TENDENCY TO DAY-DREAM.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
090 UNUSUALLY ABLE TO PICK OUT RELATIONSHIPS TO ENVIRONMENT.
095 MEMORY SKILLS ARE EFFECTIVE.
098 HIGHLY IMAGINATIVE.
102 MUCH TOO SENSITIVE.
105 VERY PASSIVE IN APPROACH TO LEARNING.

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021 DIFFICULTY.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
028 APPLYING PRESSURE HAS AN ADVERSE EFFECT ON WORK ACCOMPLISHED.
030 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
033 TENDS TO AVOID COMPETITION WITH OTHERS.
034 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
038 OCCASIONALLY TENDS TO ACT YOUNGER THAN HIS AGE.
040 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
042 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
047 VERY DEPENDENT ON OTHERS.
048 [illegible] AN APPEARANCE OF LOW SELF-ESTEEM.
049 COVERS LACK OF SELF-CONFIDENCE WITH A SHOW OF CONCEIT.
052 AN EXTREMELY AGGRESSIVE CHILD.
054 USUALLY PLAYS OR WORKS WITH YOUNGER CHILDREN.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
061 PREFERS TO WORK IN A SMALL GROUP.
065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
069 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
069 GROUP.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
073 WELL-LIKED BY PEER GROUP.
075 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN LARGE GROUP DISCUSSIONS.
077 EXHIBITS LEADERSHIP QUALITIES.
079 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
081 FREQUENTLY INATTENTIVE.
082 SHOWS A TENDENCY TO DAY-DREAM.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
084 A MAJOR SOURCE OF DISTURBANCE IN THE CLASSROOM.
089 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
089 GENERALIZATION TO OTHER SITUATIONS.
091 GENERAL FUND OF INFORMATION IS VERY LARGE.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
095 MEMORY SKILLS ARE EFFECTIVE.
098 HIGHLY IMAGINATIVE.
102 MUCH TOO SENSITIVE.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
001 GOOD.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
005 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
009 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
009 PERFORMED EASILY.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
018 ABILITY TO ORGANIZE OWN ACTIVITIES IS CONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
035 TENDS TO AVOID COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
038 OCCASIONALLY TENDS TO ACT YOUNGER THAN HIS AGE.
043 VACILLATION SHOWN IN DECISION-MAKING.
056 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
060 PREFERS TO WORK ALONE.
064 PERFORMS BEST WHEN WORKING ALONE.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
073 WELL-LIKED BY PEER GROUP.
080 IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
087 GENERALLY ALERT AND RESPONSIVE.
091 GENERAL FUND OF INFORMATION IS VERY LARGE.
094 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
095 MEMORY SKILLS ARE EFFECTIVE.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

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007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
018 ABILITY TO ORGANIZE OWN ACTIVITIES IS CONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
030 APPLYING PRESSURE MAKES LITTLE OR NO DIFFERENCE IN WORK ACCOMPLISHED.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
039 ADAPTS TO CHANGE WITH DIFFICULTY.
041 IS VERY SELF-DISCIPLINED.
051 OUTGOING, EASY MANNER WITH NO FEELINGS OF TIMIDITY.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
061 PREFERS TO WORK IN A SMALL GROUP.
065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
073 WELL-LIKED BY PEER GROUP.
076 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
092 GENERAL FUND OF INFORMATION IS VERY SMALL.
095 MEMORY SKILLS ARE INEFFECTIVE.

001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
001 GOOD.
003 LEARNING SKILLS IN LISTENING SITUATIONS ARE CONSISTENTLY GOOD.
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007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
012 QUALITY OF SPEECH IS OFTEN INADEQUATE AND SHOWS POOR ARTICULATION.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
019 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
026 WORLD ORIENTATION NAMES OF DAYS OF THE WEEK, MONTHS, SEASONS, ETC.
026 SHOWS CONFUSION.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
030 APPLYING PRESSURE MAKES LITTLE OR NO DIFFERENCE IN WORK ACCOMPLISHED.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
043 VACILLATION SHOWN IN DECISION-MAKING.
044 TENDS TO SHOW CONCERN BECAUSE BODY DEVELOPMENT SEEMS SLOWER THAN
044 NORMAL.
048 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
061 PREFERS TO WORK IN A SMALL GROUP.
064 PERFORMS BEST WHEN WORKING ALONE.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
073 WELL-LIKED BY PEER GROUP.
076 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
082 SHOWS A TENDENCY TO DAY-DREAM.
086 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY LOWER THAN THAT OF MOST
086 CHILDREN IN THIS AGE GROUP.
095 MEMORY SKILLS ARE EFFECTIVE.
102 MUCH TOO SENSITIVE.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

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001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
001 GOOD.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
013 QUALITY OF SPEECH IS OFTEN INADEQUATE AND PARTICULARLY SHOWS EVIDENCE
013 OF SLURRING.
015 FACIAL EXPRESSIONS OR GESTURES ARE NOT USED EFFECTIVELY TO EXTEND
015 VERBAL COMMUNICATION.
017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
019 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
025 BODY ORIENTATION LEFT AND RIGHT SIDES, LEGS, ARMS, ETC. SHOWS
025 CONFUSION.
028 WORLD ORIENTATION NAMES OF DAYS OF THE WEEK, MONTHS, SEASONS, ETC.
028 SHOWS CONFUSION.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
029 APPLYING PRESSURE BRINGS A POSITIVE RESPONSE TOWARD GETTING WORK
029 ACCOMPLISHED.
035 TENDS TO AVOID COMPETITION WITH OTHERS.
043 VACILLATION SHOWN IN DECISION-MAKING.
047 VERY DEPENDENT ON OTHERS.
050 EXTREMELY SHY AND FEARFUL.
056 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
061 PREFERS TO WORK IN A SMALL GROUP.
065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
070 EVEN IN SMALL GROUPS, REMAINS RELATIVELY UNINVOLVED IN ACTIVITY.
073 WELL-LIKED BY PEER GROUP.
080 IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
081 FREQUENTLY INATTENTIVE.
082 SHOWS A TENDENCY TO DAY-DREAM.
086 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY LOWER THAN THAT OF MOST
086 CHILDREN IN THIS AGE GROUP.
088 GENERALLY DULL AND UNRESPONSIVE.
092 GENERAL FUND OF INFORMATION IS VERY SMALL.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
096 MEMORY SKILLS ARE INEFFECTIVE.
098 HIGHLY IMAGINATIVE.
105 VERY PASSIVE IN APPROACH TO LEARNING.

002 LEARNING SKILLS IN VISUAL SITUATICNS CR MATERIALS ARE OFTEN OF POCR
002 QUALITY.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
006 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE OFTEN OF POOR QUALITY.
008 PERFCRMANCE SKILLS IN COLCRING, CUTTING, PASTING AND HANDWRITING OFTEN
008 SHCW CLUMSINESS.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
011 QUALITY CF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 CFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTENC VERBAL COMMUNICATION.
019 ABILITY TC ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MCDEL TO FOLLOW IN
022 PERFCRKING A TASK.
024 CONTINUALLY REQUIRES CETAILEC CIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
031 APPLYING PRESSURE HAS AN ADVERSE EFFECT ON WORK ACCOMPLISHED.
033 TENDS TC PROCRASTINATE CR CO INCOMPLETE WORK.
035 TENDS TC AVCIC CCMPETITICN WITH OTHERS.
039 ACAPTS TC CHANGE WITH CIFFICULTY.
040 CFTEN REACTS IMPULSIVELY ANC WITH A LACK OF SELF-DISCIPLINE.
043 VACILLATICN SHCWN IN CECISION-MAKING.
047 VERY CEPENCENT CN CTHERS.
052 AN EXTREMELY AGGRESSIVE CHILD.
056 PREFERS THE CCMPANY CF CLCER PEOPLE.
058 PREFERS THE CCMPANY CF CHILCREN OF THE SAME SEX.
063 HAS NC REAL PREFERENCE WITH RESPECT TC THE SIZE OF THE GROUP.
065 PERFCRMS BEST WHEN WORKING IN A SMALL GROUP.
068 TENCS TC BE LCST ANC RELATIVELY UNINVCLVED WHEN WORKING IN A LARGE
068 GRCUP.
070 EVEN IN SMALL GRCUPS, REMAINS RELATIVELY UNINVCLVED IN ACTIVITY.
074 NCT LIKED BY PEER GROUP.
079 CFTEN TRIES TC CCMINATE CR OVER-CCNTRCL PEOPLE CR SITUATIONS.
081 FREQUENTLY INATTENTIVE.
082 SHCWS A TENCENCY TC CAY-CREAM.
083 EASILY CISTRACTED WHEN NOT UNCER CLOSE SUPERVISION.
084 A MAJCR SCURCE CF CISTURBANCE IN THE CLASSROOM.
086 GENERAL RANGE CF ABILITIES IS SIGNIFICANTLY LOWER THAN THAT OF MOST
086 CHILCREN IN THIS AGE GROUP.
092 GENERAL FUND CF INFCRMATICN IS VERY SMALL.
093 TENCS TC GIVE UP EASILY WHEN THE GCING GETS CIFFICULT.
096 MEMCRY SKILLS ARE INEFFECTIVE.
105 VERY PASSIVE IN APPRCACH TC LEARNING.

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001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
001 GOOD.
003 LEARNING SKILLS IN LISTENING SITUATIONS ARE CONSISTENTLY GOOD.
005 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
013 FACIAL EXPRESSIONS OR GESTURES ARE NOT USED EFFECTIVELY TO EXTEND
013 VERBAL COMMUNICATION.
017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
021 ABILITY TO ORGANIZE OWN ACTIVITIES IS CONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
032 TENDS TO DO MORE THAN REQUIRED.
035 TENDS TO AVOID COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
041 IS VERY SELF-DISCIPLINED.
042 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
046 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
050 EXTREMELY SHY AND FEARFUL.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
060 PREFERS TO WORK ALONE.
064 PERFORMS BEST WHEN WORKING ALONE.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
070 EVEN IN SMALL GROUPS, REMAINS RELATIVELY UNINVOLVED IN ACTIVITY.
080 IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
089 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
089 GENERALIZATION TO OTHER SITUATIONS.
094 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
097 MEMORY SKILLS ARE EFFECTIVE.
098 HIGHLY IMAGINATIVE.
103 SHOWS AN EAGERNESS TO LEARN.
105 VERY PASSIVE IN APPROACH TO LEARNING.
106 IS ABLE TO PERCEIVE, IDENTIFY, AND BE DIRECTED BY GOALS.

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007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
018 ABILITY TO ORGANIZE OWN ACTIVITIES IS CONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
023 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
023 SHADINGS.
031 APPLYING PRESSURE HAS AN ADVERSE EFFECT ON WORK ACCOMPLISHED.
032 TENDS TO DO MORE THAN REQUIRED.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
046 VERY INDEPENDENT.
052 AN EXTREMELY AGGRESSIVE CHILD.
055 TENDS TO PREJUDGE OTHERS, WHO MAY BE DIFFERENT, ON THE BASIS OF
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
063 HAS NO REAL PREFERENCE WITH RESPECT TO THE SIZE OF THE GROUP.
067 WORKS WELL IN ANY SIZE GROUP.
069 TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
075 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN LARGE GROUP DISCUSSIONS.
076 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
077 EXHIBITS LEADERSHIP QUALITIES.
078 OFTEN CHOSEN AS A LEADER BY HIS PEERS.
079 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
085 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY HIGHER THAN THAT OF MOST
085 CHILDREN IN THIS AGE GROUP.
087 GENERALLY ALERT AND RESPONSIVE.
088 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
089 GENERALIZATION TO OTHER SITUATIONS.
090 UNUSUALLY ABLE TO PICK OUT RELATIONSHIPS TO ENVIRONMENT.
091 GENERAL FUND OF INFORMATION IS VERY LARGE.
094 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
095 MEMORY SKILLS ARE EFFECTIVE.
097 WELL-DEVELOPED ABILITY TO JUDGE SITUATIONS AND ACT IN ACCORDANCE WITH
097 JUDGMENT.
098 HIGHLY IMAGINATIVE.
100 CONSISTENTLY APPROACHES TASKS WITH CREATIVITY.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.
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007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
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023 SHADINGS.
033 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
038 OCCASIONALLY TENDS TO ACT YOUNGER THAN HIS AGE.
040 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
042 VACILLATION SHOWN IN DECISION-MAKING.
049 COVERS LACK OF SELF-CONFIDENCE WITH A SHOW OF CONCEIT.
052 AN EXTREMELY AGGRESSIVE CHILD.
053 APPEARANCE INDICATES AN OCCASIONAL OVER-CONCERN WITH CLEANLINESS.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
060 PREFERS TO WORK ALONE.
061 PERFORMS BEST WHEN WORKING ALONE.
[illegible] TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
072 [illegible]ARS TO BE RELUCTANT TO WORK COOPERATIVELY WITH OTHERS.
079 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
081 FREQUENTLY INATTENTIVE.
082 SHOWS A TENDENCY TO DAY-DREAM.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
091 GENERAL FUND OF INFORMATION IS VERY LARGE.
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020 RIGID IN APPROACHES TO DIFFERENT METHODS OF LEARNING.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
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037 TALK, IMAGINING ILLNESS, ETC.
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040 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
042 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
047 VERY DEPENDENT ON OTHERS.
049 COVERS LACK OF SELF-CONFIDENCE WITH A SHOW OF CONCEIT.
[illegible] PREFERS THE COMPANY OF CHILDREN OF THE OPPOSITE SEX.
060 PREFERS TO WORK ALONE.
065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
074 NOT LIKED BY PEER GROUP.
076 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
079 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
092 GENERAL FUND OF INFORMATION IS VERY SMALL.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
[illegible] SEEMS TO HAVE VERY LITTLE IMAGINATION.
101 INSENSITIVE TO OTHERS.
102 MUCH TOO SENSITIVE.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

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041 IS VERY SELF-DISCIPLINED.
046 VERY INDEPENDENT.
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065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
073 WELL-LIKED BY PEER GROUP.
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085 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY HIGHER THAN THAT OF MOST
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014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
019 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
028 REQUIRES A GREAT DEAL OF PRESSURE TO GET WORK ACCOMPLISHED.
033 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
040 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
048 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
049 COVERS LACK OF SELF-CONFIDENCE WITH A SHOW OF CONCEIT.
052 AN EXTREMELY AGGRESSIVE CHILD.
055 TENDS TO PREJUDGE OTHERS, WHO MAY BE DIFFERENT, ON THE BASIS OF
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
061 PREFERS TO WORK IN A SMALL GROUP.
064 PERFORMS BEST WHEN WORKING ALONE.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
[illegible] APPEARS TO BE RELUCTANT TO WORK COOPERATIVELY WITH OTHERS.
079 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
081 FREQUENTLY INATTENTIVE.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
084 A MAJOR SOURCE OF DISTURBANCE IN THE CLASSROOM.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
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008 SHOW CLUMSINESS.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
012 QUALITY OF SPEECH IS OFTEN INADEQUATE AND SHOWS POOR ARTICULATION.
015 FACIAL EXPRESSIONS OR GESTURES ARE NOT USED EFFECTIVELY TO EXTEND
015 VERBAL COMMUNICATION.
017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
018 ABILITY TO ORGANIZE OWN ACTIVITIES IS CONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
026 WORLD ORIENTATION NAMES OF DAYS OF THE WEEK, MONTHS, SEASONS, ETC.
026 SHOWS CONFUSION.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
035 TENDS TO AVOID COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
038 OCCASIONALLY TENDS TO ACT YOUNGER THAN HIS AGE.
041 IS VERY SELF-DISCIPLINED.
042 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
043 VACILLATION SHOWN IN DECISION-MAKING.
047 VERY DEPENDENT ON OTHERS.
048 GIVES AN APPEARANCE OF LOW SELF-ESTEEM.
050 EXTREMELY SHY AND FEARFUL.
054 OFTEN APPEARS IN CLASS IN AN UNKEMPT AND DIRTY CONDITION.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
061 PREFERS TO WORK IN A SMALL GROUP.
065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
070 EVEN IN SMALL GROUPS, REMAINS RELATIVELY UNINVOLVED IN ACTIVITY.
080 IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
082 SHOWS A TENDENCY TO DAY-DREAM.
088 GENERALLY DULL AND UNRESPONSIVE.
092 GENERAL FUND OF INFORMATION IS VERY SMALL.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
099 SEEMS TO HAVE VERY LITTLE IMAGINATION.
105 VERY PASSIVE IN APPROACH TO LEARNING.

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PUPIL #18

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001 GOOD.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
005 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
009 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
009 PERFORMED EASILY.
013 QUALITY OF SPEECH IS OFTEN INADEQUATE AND PARTICULARLY SHOWS EVIDENCE
013 OF SLURRING.
016 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
016 MOVEMENT.
018 ABILITY TO ORGANIZE OWN ACTIVITIES IS CONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
043 VACILLATION SHOWN IN DECISION-MAKING.
051 OUTGOING, EASY MANNER WITH NO FEELINGS OF TIMIDITY.
054 OFTEN APPEARS IN CLASS IN AN UNKEMPT AND DIRTY CONDITION.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
061 PREFERS TO WORK IN A SMALL GROUP.
064 PERFORMS BEST WHEN WORKING ALONE.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
082 SHOWS A TENDENCY TO DAY-DREAM.
092 GENERAL FUND OF INFORMATION IS VERY SMALL.
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024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
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027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
033 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
035 TENDS TO AVOID COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
037 FREQUENTLY REVERTS TO INFANTILE BEHAVIOR SUCH AS CRYING, USING BABY
037 TALK, IMAGINING ILLNESS, ETC.
039 ADAPTS TO CHANGE WITH DIFFICULTY.
041 IS VERY SELF-DISCIPLINED.
042 HAMPERED IN ACTIVITIES BY FEAR OF MAKING MISTAKES.
043 VACILLATION SHOWN IN DECISION-MAKING.
047 VERY DEPENDENT ON OTHERS.
050 EXTREMELY SHY AND FEARFUL.
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009 PERFORMED EASILY.
012 QUALITY OF SPEECH IS OFTEN INADEQUATE AND SHOWS POOR ARTICULATION.
013 QUALITY OF SPEECH IS OFTEN INADEQUATE AND PARTICULARLY SHOWS EVIDENCE
013 OF SLURRING.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
016 SHOWS HIGH DEGREE OF PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS
016 MOVEMENT.
019 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
023 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
023 SHADINGS.
033 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
040 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
046 VERY INDEPENDENT.
051 OUTGOING, EASY MANNER WITH NO FEELINGS OF TIMIDITY.
052 AN EXTREMELY AGGRESSIVE CHILD.
055 TENDS TO PREJUDGE OTHERS, WHO MAY BE DIFFERENT, ON THE BASIS OF
055 INCOMPLETE UNDERSTANDING OR BIAS.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
062 PREFERS TO WORK IN A LARGE GROUP.
064 PERFORMS BEST WHEN WORKING ALONE.
069 TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
072 APPEARS TO BE RELUCTANT TO WORK COOPERATIVELY WITH OTHERS.
075 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN LARGE GROUP DISCUSSIONS.
079 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
081 FREQUENTLY INATTENTIVE.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
089 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
089 GENERALIZATION TO OTHER SITUATIONS.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
095 MEMORY SKILLS ARE EFFECTIVE.
101 INSENSITIVE TO OTHERS.
102 MUCH TOO SENSITIVE.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

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001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
001 GOOD.
003 LEARNING SKILLS IN LISTENING SITUATIONS ARE CONSISTENTLY GOOD.
005 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
009 SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING, SKIPPING, ETC., ARE
009 PERFORMED EASILY.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
018 ABILITY TO ORGANIZE OWN ACTIVITIES IS CONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
023 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
023 SHADINGS.
032 TENDS TO DO MORE THAN REQUIRED.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
041 IS VERY SELF-DISCIPLINED.
046 VERY INDEPENDENT.
051 OUTGOING, EASY MANNER WITH NO FEELINGS OF TIMIDITY.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
063 HAS NO REAL PREFERENCE WITH RESPECT TO THE SIZE OF THE GROUP.
067 WORKS WELL IN ANY SIZE GROUP.
069 TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
073 WELL-LIKED BY PEER GROUP.
075 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN LARGE GROUP DISCUSSIONS.
076 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
077 EXHIBITS LEADERSHIP QUALITIES.
085 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY HIGHER THAN THAT OF MOST
085 CHILDREN IN THIS AGE GROUP.
087 GENERALLY ALERT AND RESPONSIVE.
089 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
089 GENERALIZATION TO OTHER SITUATIONS.
090 UNUSUALLY ABLE TO PICK OUT RELATIONSHIPS TO ENVIRONMENT.
091 GENERAL FUND OF INFORMATION IS VERY LARGE.
094 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
095 MEMORY SKILLS ARE EFFECTIVE.
097 WELL-DEVELOPED ABILITY TO JUDGE SITUATIONS AND ACT IN ACCORDANCE WITH
097 JUDGMENT.
098 HIGHLY IMAGINATIVE.
100 CONSISTENTLY APPROACHES TASKS WITH CREATIVITY.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.
106 IS ABLE TO PERCEIVE, IDENTIFY, AND BE DIRECTED BY GOALS.

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007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
018 ABILITY TO ORGANIZE OWN ACTIVITIES IS CONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
023 SEES MOST THINGS IN TERMS OF BLACK OR WHITE, RIGHT OR WRONG, WITH NO
023 SHADINGS.
032 TENDS TO DO MORE THAN REQUIRED.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
040 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
046 VERY INDEPENDENT.
051 OUTGOING, EASY MANNER WITH NO FEELINGS OF TIMIDITY.
055 TENDS TO PREJUDGE OTHERS, WHO MAY BE DIFFERENT, ON THE BASIS OF
055 INCOMPLETE UNDERSTANDING OR BIAS.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
060 HAS NO REAL PREFERENCE WITH RESPECT TO THE SIZE OF THE GROUP.
067 WORKS WELL IN ANY SIZE GROUP.
069 TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
075 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN LARGE GROUP DISCUSSIONS.
076 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
077 EXHIBITS LEADERSHIP QUALITIES.
079 OFTEN TRIES TO DOMINATE OR OVER-CONTROL PEOPLE OR SITUATIONS.
085 GENERAL RANGE OF ABILITIES IS SIGNIFICANTLY HIGHER THAN THAT OF MOST
085 CHILDREN IN THIS AGE GROUP.
087 GENERALLY ALERT AND RESPONSIVE.
089 LEARNING FROM EXPERIENCE IS HIGHLY PRODUCTIVE, ALLOWING TRANSFER AND
089 GENERALIZATION TO OTHER SITUATIONS.
090 UNUSUALLY ABLE TO PICK OUT RELATIONSHIPS TO ENVIRONMENT.
091 GENERAL FUND OF INFORMATION IS VERY LARGE.
094 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
095 MEMORY SKILLS ARE EFFECTIVE.
097 WELL-DEVELOPED ABILITY TO JUDGE SITUATIONS AND ACT IN ACCORDANCE WITH
097 JUDGMENT.
098 HIGHLY IMAGINATIVE.
101 INSENSITIVE TO OTHERS.
102 MUCH TOO SENSITIVE.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.
106 IS ABLE TO PERCEIVE, IDENTIFY, AND BE DIRECTED BY GOALS.

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002 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE OFTEN OF POOR
002 QUALITY.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
007 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING, AND HANDWRITING SHOW
007 FACILITY.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
018 ABILITY TO ORGANIZE OWN ACTIVITIES IS CONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
035 TENDS TO AVOID COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
043 VACILLATION SHOWN IN DECISION-MAKING.
047 VERY DEPENDENT ON OTHERS.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
061 PREFERS TO WORK IN A SMALL GROUP.
065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
068 TENDS TO BE LOST AND RELATIVELY UNINVOLVED WHEN WORKING IN A LARGE
068 GROUP.
073 WELL-LIKED BY PEER GROUP.
080 IS RARELY SELF-ASSERTIVE EVEN WHEN SUCH ACTION IS LEGITIMATE.
081 FREQUENTLY INATTENTIVE.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
092 GENERAL FUND OF INFORMATION IS VERY SMALL.
094 PERSEVERES EVEN IN THE FACE OF DIFFICULTY.
096 MEMORY SKILLS ARE INEFFECTIVE.
099 SEEMS TO HAVE VERY LITTLE IMAGINATION.
105 VERY PASSIVE IN APPROACH TO LEARNING.

001 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE CONSISTENTLY
001 GOOD.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
005 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE CONSISTENTLY GOOD.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
011 QUALITY OF SPEECH TONE, LOUDNESS, DICTION, ETC. IS USUALLY EFFECTIVE.
014 OFTEN USES FACIAL EXPRESSIONS OR GESTURES TOEXTEND VERBAL COMMUNICATION.
019 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
027 REASSURANCE IS FREQUENTLY NEEDED FOR MOTIVATION.
034 IS STIMULATED BY COMPETITION WITH OTHERS.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
038 OCCASIONALLY TENDS TO ACT YOUNGER THAN HIS AGE.
039 ADAPTS TO CHANGE WITH DIFFICULTY.
043 VACILLATION SHOWN IN DECISION-MAKING.
047 VERY DEPENDENT ON OTHERS.
056 PREFERS THE COMPANY OF OLDER PEOPLE.
059 PREFERS THE COMPANY OF CHILDREN OF THE OPPOSITE SEX.
061 PREFERS TO WORK IN A SMALL GROUP.
065 PERFORMS BEST WHEN WORKING IN A SMALL GROUP.
069 TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
076 FREQUENT AND EFFECTIVE CONTRIBUTOR OF IDEAS IN SMALL GROUP DISCUSSIONS.
082 SHOWS A TENDENCY TO DAY-DREAM.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
092 GENERAL FUND OF INFORMATION IS VERY SMALL.
093 TENDS TO GIVE UP EASILY WHEN THE GOING GETS DIFFICULT.
095 MEMORY SKILLS ARE EFFECTIVE.
103 SHOWS AN EAGERNESS TO LEARN.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

002 LEARNING SKILLS IN VISUAL SITUATIONS OR MATERIALS ARE OFTEN OF POOR
002 QUALITY.
004 LEARNING SKILLS IN LISTENING SITUATIONS ARE OFTEN OF POOR QUALITY.
006 LEARNING SKILLS IN MANIPULATIVE ACTIVITIES ARE OFTEN OF POOR QUALITY.
008 PERFORMANCE SKILLS IN COLORING, CUTTING, PASTING AND HANDWRITING OFTEN
008 SHOW CLUMSINESS.
010 PERFORMANCE SKILLS IN THE GYMNASIUM AND PLAYGROUND, IN HOPPING,
010 SKIPPING, ETC., OFTEN SHOW CLUMSINESS.
012 QUALITY OF SPEECH IS OFTEN INADEQUATE AND SHOWS POOR ARTICULATION.
015 FACIAL EXPRESSIONS OR GESTURES ARE NOT USED EFFECTIVELY TO EXTEND
015 VERBAL COMMUNICATION.
017 LACKS THE PHYSICAL CAPACITY FOR CONTINUOUS STRENUOUS MOVEMENT.
019 ABILITY TO ORGANIZE OWN ACTIVITIES IS INCONSISTENT.
021 CAN SWITCH FROM ONE METHOD OF LEARNING TO ANOTHER WITH NO APPARENT
021 DIFFICULTY.
022 RELIES HEAVILY ON HAVING A SAMPLE PATTERN OR MODEL TO FOLLOW IN
022 PERFORMING A TASK.
024 CONTINUALLY REQUIRES DETAILED DIRECTION FROM TEACHER IN PERFORMING
024 ACTIVITIES.
028 REQUIRES A GREAT DEAL OF PRESSURE TO GET WORK ACCOMPLISHED.
029 APPLYING PRESSURE BRINGS A POSITIVE RESPONSE TOWARD GETTING WORK
029 ACCOMPLISHED.
033 TENDS TO PROCRASTINATE OR DO INCOMPLETE WORK.
036 TENDS TO WORK MORE EFFECTIVELY WHEN OBJECTIVES ARE WELL-KNOWN.
037 FREQUENTLY REVERTS TO INFANTILE BEHAVIOR SUCH AS CRYING, USING BABY
037 TALK, IMAGINING ILLNESS, ETC.
040 OFTEN REACTS IMPULSIVELY AND WITH A LACK OF SELF-DISCIPLINE.
049 COVERS LACK OF SELF-CONFIDENCE WITH A SHOW OF CONCEIT.
052 AN EXTREMELY AGGRESSIVE CHILD.
058 PREFERS THE COMPANY OF CHILDREN OF THE SAME SEX.
062 PREFERS TO WORK IN A LARGE GROUP.
064 PERFORMS BEST WHEN WORKING ALONE.
069 TAKES AN ACTIVE PART IN LARGE GROUP ACTIVITIES.
071 TAKES AN ACTIVE PART IN SMALL GROUP ACTIVITIES.
074 NOT LIKED BY PEER GROUP.
081 FREQUENTLY INATTENTIVE.
083 EASILY DISTRACTED WHEN NOT UNDER CLOSE SUPERVISION.
084 A MAJOR SOURCE OF DISTURBANCE IN THE CLASSROOM.
092 GENERAL FUND OF INFORMATION IS VERY SMALL.
096 MEMORY SKILLS ARE INEFFECTIVE.
104 DESIRES ACTIVE PARTICIPATION IN LEARNING.

INITIAL PERSONALIZED EDUCATIONAL PRESCRIPTION FOR JOHN DOE

A. Interests

1. Physical activities
2. Concrete math and computation
3. Cutting and pasting

B. Suggested Groupings

1. Small
2. Tutorial

C. Behavioral Approach of Teacher

1. Emphasize structure
2. Try to avoid a struggle with Robert, if patience end, send him to principal
3. Give close physical contact whenever possible, a pat or a hug
4. Praise, be warm and supportive. Teacher must counteract mother's approach

D. Defenses to Support

1. Encourage his general tendency to structure

E. Defenses to Discourage

1. Discourage the struggle with mother or father

F. Language Recommendations

1. Continue speech class
2. Many expressive activities
3. Listening skills
4. Ear barriers to aid concentration
5. Experience stories

G. Social Studies Recommendations

1. Advantage series
2. Project work to work through interest in cutting and pasting
3. Materials and activities to expose him to things outside of the family

H. Math Recommendations

1. Structured-programmed material
2. Records and tapes
3. Cusenaire rods
4. Aluminum measurement activities
5. An interest area to work through but cannot demand too much depth

I. Science Recommendations

1. Science Primers
2. Basic Xerox program
3. Have him aid in developing kits
4. Easy models
5. Space study to broaden his horizons
6. Activities and discussion which will help him to develop better body image concepts. A puzzle made from a blown-up picture of himself or magazine pictures of people.

J. Recommended Approach to Parents

1. Suggest a thorough examination by an allergist
2. Suggest a thorough eye examination as a follow up to scissors accident and to check on problem of vertical pursuit in ocular motility.
3. Encourage parents to be consistant in dealing with Robert. Helping him to take responsibility for his actions rather than blaming on someone else.
4. Robert needs more outdoor play with other children. The opportunity to widen the boundaries of his home environment. Suggest the playground, swimming lessons, Y.M.C.A. or other day camping experiences and in the future, cub scouts.
5. Discuss with parents the possibility that Robert is not working up to his ability in school because of the home restrictions he must adhere to.

DATA COLLECTION AND PROCESSING FOR PERSONALIZED EDUCATIONAL PRESCRIPTIONS

Implications

The teacher in the traditional classroom knows as much about her students as she can gather, in verbal or written form, from their former teachers, school records, her own personal observation, the grapevine, and/or other students. Much of this information is useful, some of it is true, but probably it is not complete or available at the particular moment that it is needed.

The PEP project attempted to fill this gap in informational content and availablity. This means that the diagnostic data to be gathered on the pupils was presented in greater volume and variety, and required more interpretation in order to be assimilated by the teacher for classroom use. This in turn implied the need for faster data collection and dissemination and for ways of presenting the data that would make it clear and concise for teacher use. It was incumbent upon the data processing systems analyst to devise forms and methods to collect a large volume and variety of data in a fashion that gives the teacher or administrator the least work to do. When recording data for one class, some inefficiency can be tolerated but gathering data for a whole school cannot be anything but efficient and simple or it imposes an intolerable burden on those responsible for its collection.

Similarly, the dissemination of data was geared to ease of use. This means not only formats but the media of presentation must be considered. If a printer is used to produce a pile of writing that the teacher must wade through every time she wants one piece of information, it will not be long before she begins to disregard the whole affair and decides to fly by intuition. On the other hand, an interactive system whereby she can communicate directly and conversationally with the computer would allow her to ask specific questions and get

back specific answers, ignoring the remainder of the data that does not immediately concern her. This is the type of system that can be automated by electronic data processing, that cannot be handled as easily by manual methods.

The second area affected by the PEP project was the prescriptions themselves. If the system was to accomplish more intesified learning for the child, it must do this through more creative approaches to classroom teaching, based on better diagnostic data about the child, and supported by more resources. The prescriptions themselves must be stored in some convenient manner so that historical records can be kept showing what was used, how it was used, for whom it was applied, how successful it was, what resources were found to support it, etc. This means that the system must involve efficient and simple ways to gather data on prescriptions, store it in a meaningful fashion, and then allow it to be retrieved as needed in longitudinal studies. The system must be flexible since the prescriptions are not fixed but will be changed as experience dictates or as class populations change. The prescriptions must be accessible by curriculum unit, by type of learning style they were addressed to, by type of approach, etc. This requires a flexible system of keying or indexing by which the data can be manipulated to fit different requirements.

The third area of effort involved the resource data used to implement the curriculum strategies that were developed in writing the prescriptions. Here, the need for electronic data processing becomes more acute since present systems have inadequate indexing to retrieve the relevant resource items. Indexing must be to a greater depth than manual systems can afford; cross-referencing must be extensive and access must be fast and complete. Again, an interactive system by which the teacher accesses the computer through an inquiry console will be more satisfactory than a more formal two-day, request-form-and-answer-sheet type of system. This imposes conditions on the system but removes many of the restrictions on the user, resulting in more relevant material without unneccessary searching.

Efficient Evaluation of Children

If it can be assumed that the evaluation of children is aided by

a. more data about them,
b. faster access to the data,
c. more variety in the ways used to analyze the data,

then it should be obvious that electronic data processing should contribute greatly to the efficient evaluation of children. The main virtue of a computer over a manual system is the ability

a. to handle data with greater speed and accuracy;
b. to handle larger amounts of data;
c. to update information more easily and with less delay;
d. to perform more sophisticated analyses with attention paid to varying more parameters simultaneously;
e. to retrieve data more easily through a variety of search routines that may utilize extensive logic to combine various different criteria.

Using a computer will not result in more efficient gathering of data because the same amount of man-power will generally be needed to transcribe data on computer-formatted media as to record it in permanent manual files. However, what happens to the data once it has been gathered will generally account for the area of increased efficiency and utility.

The long term implications will touch on the use of data in longitudinal studies of pupils; the computer system is ideal for assimilating and storing historical data with the idea of analyzing it later in connection with current data. Another point to be considered is the increased use of computers in other areas of educational record-keeping; putting the evaluation of pupils into a computer system opens the door for easier correlation of this data with other files when a complete system is set up.

Another benefit to be derived from electronic data processing arises from the exactitude necessary to handle data in this manner. Data to be entered into a computer cannot be fuzzy or vague; educators using the system are forced to define their terms, concepts or material. This in itself is a boon to any system.

Using a computer in this area of effort will be useless if the data it handles is not valid; greater efficiency in handling bad data doesn't produce good results. All the computer can do is to manipulate, correlate, analyze; it cannot originate. And if the assumptions stated above are not true, then an electronic data processing system will not help the situation.

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